DOCUMENT RESUME

ED 195 203 HE 013 309

TITLE	Institutional Role and Scope of Florida's Public Universities: Mission Statements, Appendix.
INSTITUTION	State Univ. System of Florida, Tallahassee.
PUB DATE	[79]
NOTE	67p.: For related document, see HE 013 308.
AVAILABLE FROM	State University System of Florida, 107 W. Gaines Street, Tallahassee, FL 32304
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*College Curriculum: *College Planning: College Programs: *College Role: Curriculum Development: Educational History: Educational Quality: Government School Relationship: Higher Education: *Institutional Characteristics: School Community Programs: *State Universities: *Statewide Planning: Student Characteristics
IDENTIFIERS	*Florida: Florida A and M University: Florida Atlantic University: Florida International University: Florida State University: Mission Statements: University of Central Florida: University of Florida: University of North Florida: University of South Florida: University of West Florida

ABSTRACT

Proposals of state universities in Florida developed in accordance with 1978 Systemwide Policy Guidelines are presented. The first section of the institutional statement was developed at the institution's discretion without format or content requirements and generally includes information such as a description of the historical development of the institution and the relative emphasis of various programs and services. The second section, agreed upon by university representatives and regents, addresses current and future student body characteristics, community service needs, special academic programs, the universities' concept of quality or excellence, and expected changes in program emphasis or structure during the next five to ten years. Although these proposals are not approved by the Board of Regents as formal plans for institutional development, they provide institutional interpretations of their role and scope. The following universities are included: University of Florida: Florida State University: Florida A&M University: University of South Florida: Florida Atlantic University: University of West Florida: University of Central Florida: Florida International University: and University of North Florida. (SW)

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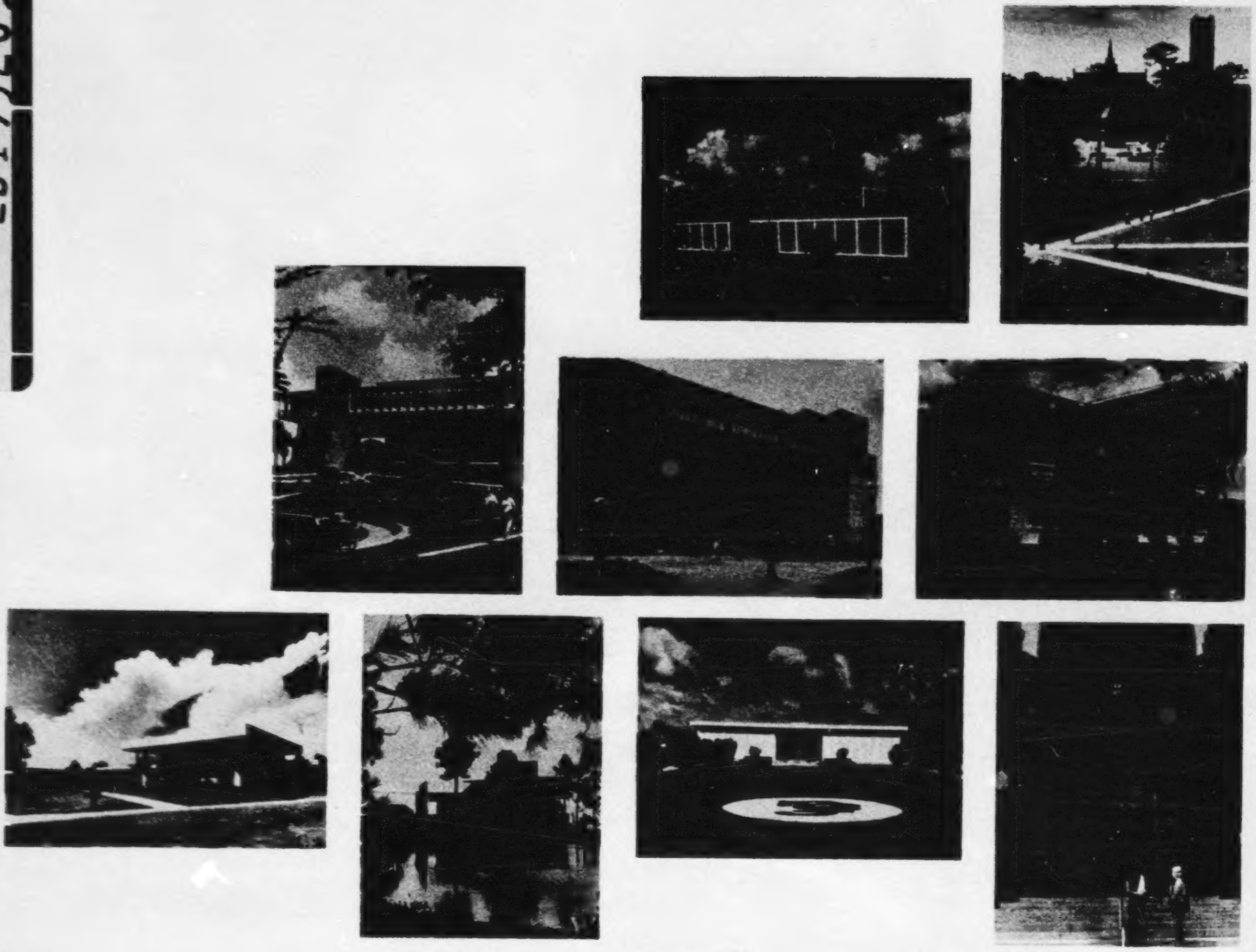
Appendix



HE013 309

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Institutional Role and Scope of Florida's Public Universities

Mission Statements

INTRODUCTION TO UNIVERSITY PROPOSALS

Each of the university proposals which follow has been developed in accordance with the Systemwide Policy Guidelines adopted by the Regents on February 3, 1978. These institutional statements consist of two parts. The first section was developed at the institution's discretion without format or content requirements and generally included information such as a description of the historical development of the institution and the relative emphasis of various programs and services. Regents and university representatives agreed on the outline of the second section. That section was developed to address current and future student body characteristics, community service needs, special academic programs, the universities' concept of quality or excellence, and expected changes in program emphasis or structure during the next five to ten years.

These statements are included to indicate institutional interests and ambitions. They propose future development within the framework of perceived needs and resources expected by the universities. Although these proposals are not approved by the Board of Regents as formal plans for institutional development, they do provide institutional interpretations of their role and scope to respond to higher education needs in Florida. In order to implement specific aspects of these institutional Role and Scope proposals, universities will request authorization from the Board of Regents.

THE UNIVERSITY OF FLORIDA

SECTION I

The University of Florida is the senior institution in the State University System. A land grant institution, it is one of the leading universities in the Southeastern United States and is generally regarded as a major national university. Its mission is to provide in all areas of academic endeavor the finest teaching, research, and service programs with the resources made available to it. The University regards itself as comparable to other major land grant institutions in the nation.

The University provides excellent instruction at both the undergraduate and graduate levels. Its graduate programs, now available to students in 100 fields at the master's level and 57 fields at the Ph.D. level are the genesis of the University's strength. For example, the University's Division of Sponsored Research reports a face value of $57 million in contract and grants for the year 1978-79. The University views teaching and research both as essential elements in the educational process. One nourishes the other; neither can exist at a high level of achievement without the other. Furthermore, the University is one of only four or five universities in the United States which has on one campus all the broad spectrum of advanced professional and graduate programs which normally are found in major research universities. In this great diversity lies the University's great strength, for there is a clearly identifiable synergistic effect among these programs, each making the other stronger and more viable. The University intends to nourish and protect these important relationships. That service to the State and nation is the third leg in that tripos which forms the University's mission is unquestionable. It need only be stated that through its service programs, this land grant University has literally changed the face of the State of Florida, its economy, its politics, its very landscape. It will continue to fulfill this mission.

In serving as a model and a catalyst for political, economic and social change, the University is mindful of its obligation to continue and to expand its programs in affirmative action in all levels of its community, students, faculty, staff, administration and in its academic offerings.

Section II

The University's student body is drawn from all parts of the State and nation. The average age of the student body is 20 years. The average SAT score for the 1977 freshman class was 1,042. Over 34 percent of the upper-division students are transfer students from Florida public community colleges. Each fall the University enrolls 200 National Merit

Scholars. Most students are full-time as evidenced by the fact that the FTE count of the student body is about 94 percent of the headcount. About 63 percent, a figure that is sure to rise under new federal legislation, of the students receive some form of financial aid. About 20 percent of the students are graduate students. These data clearly identify the undergraduate student body at the University as a traditional, residential group who come for either four or two years to live in Gainesville to pursue their baccalaureate degrees. The graduate students are mainly full-time students who are in the traditional pattern in terms of age, length of time devoted to achieving their degrees, and motivation. These characteristics obviously fit the traditional pattern of the organization and operation of the University, characteristics and patterns that will not change significantly by 1985.

The University has two special missions to fulfill in the areas of off-campus instruction and public service. First, the University has established a series of largely nonresidential doctoral degree programs with five SUS institutions: FSU, USF, FTU, UNF, and FAU. These cooperative doctoral programs are in Anthropology, Chemistry, Geography, Physics and Astronomy, Engineering, Education and Political Science. The University plans to expand the scope of these programs and by 1985, to have, for example, cooperative doctoral programs with FIU in Education and in Business Administration and with FSU in Humanities and Religion. These programs will constitute a major effort by the University in its attempts to help serve the "place-bound" student who has no other access to doctoral programs in certain areas of the State.

The University with its comprehensive array of undergraduate and graduate programs has expertise in many disciplines not available at other SUS institutions. For this reason, there will be increased emphasis on providing accessibility throughout the State to those unique credit and non-credit activities that cannot be served by other SUS institutions. Program emphasis in continuing education will remain flexible and responsive to the educational needs of out-of-school citizens. Continuing Education programs in health, health related professions, engineering, and law will experience major expansion by 1985.

In addition to the wide diversity of programs not found elsewhere in the State or in the Southeast on one campus, the University has established over fifty interdisciplinary research centers and institutes. The oldest of these, the Center for Latin American Studies, is one of the three best such centers in the nation as evidenced by its continued significant federal support under NDEA Title VI. Another center of growing importance is the African Studies Center, one of eight such centers in the country, which supplements teaching and research activities in the Center for Latin American Studies. Other important centers that attract significant federal and private funding are: Interdisciplinary Center for Aeronomy and Atmospheric Sciences, Center for Neurobiological Sciences, Center for Sensory Perception, Center for Information Research, Institute for the Advanced Study of Communicative Processes, and a host of other active and successful research centers. One of the most important of these centers is the Center for Biomedical Engineering which was one of the first Programs of Distinction recognized for special funding by the Board of Regents. The activities of these centers, their wide variety and their undisputed strength, are further evidence of the synergistic activity that enhances all the graduate research programs in the E&G, HC, and IFAS budget functions.

In its recent internal reorganization of colleges and departments, the University has paid particular attention to strengthening its undergraduate teaching programs. The merger of University College and the College of Arts and Sciences into a single college, the College of Liberal Arts and Sciences, will result in a more effective program in general education for all undergraduates and especially for freshmen and sophomores. This undergraduate curriculum is in the process of being upgraded to meet the levels of anticipation brought to the University by its students. Furthermore, the merger has made it possible to put a higher percentage of senior professors in front of the undergraduate student body.

The University judges excellence in teaching, research, and service by the comparative use of the many and varied national norms employed by national accrediting associations; national rating studies such as the Roose-Anderson Report and the Cartter Report; refereed publication in national and international journals; books published by university presses and national or international presses; federal, state, and private grants and contracts; national awards by professional societies for teaching, research, and service; and the use of nationally recognized consultants to review faculty performance in teaching, research, and service, and the use of such consultants to evaluate the effectiveness of academic programs. The faculty reward structure emphasizes research publication but pays special attention to outstanding performance in teaching and service. Devices used to implement this emphasis include accelerated promotion in academic rank for high achievement, released time for special projects, the graduate research professor program, and significant merit increases in salary.

Although the development of a university of national distinction requires a significant investment of human and monetary resources, numerous economic and political benefits accrue to the State as a result of such an investment. This development is a long-term process which involves enhancing departments to provide for the recruiting and retaining of superior faculty members and students. Although resource limitations have slowed the University of Florida in its efforts to achieve national distinction, it currently has the capability, with some additional support, to achieve that goal.

The University has already in place over 100 viable graduate programs, all of them good, some of them strong. It has a faculty that in many of its diverse areas has achieved national and international recognition. The ability of its student body, both undergraduate and graduate, rates among the highest in state universities in the southeastern United States.

During the next five to ten years the University will continue to stress improving the level of quality in its programs. Very few new degree programs - especially at the graduate level - will be developed.

The University has just taken the first step toward implementing a major change in its general education program by combining its two liberal arts colleges, the College of Arts and Sciences and University College, and by establishing a universitywide Council on General Education. This step will make the entire University faculty responsible for the contents of the general education program and will allow students to pursue their general education curriculum requirements throughout their entire undergraduate careers.

Basically, however, the major programs of teaching, research, and public service will be conducted in the future as they have been in the past. The emphasis in all three areas will be on the improvement of quality. These programs, in tune with the desires of the students who attend the University, will become more rigorous and demanding on both students and faculty. The professional colleges, of which there are now 15, will increase their emphasis at both the graduate and undergraduate levels on the latest developments in the professional fields.

This emphasis can perhaps best be shown in the following plans for the various colleges and other units in the University:

Institute of Food and Agricultural Sciences

The primary mission of the Institute of Food and Agricultural Sciences (IFAS) is to help Florida realize its maximum potential for agricultural and natural resource development and to contribute to the solution of social, economic, environmental, and cultural problems of concern to the people of Florida. This role has been and will continue to be carried out statewide through the three closely related functions of resident instruction, research and extension.

A major role of IFAS is to help provide society with the skilled scientists, teachers, administrators and industry leaders of tomorrow through its undergraduate and graduate resident instruction programs. The University of Florida through IFAS is the only University in the State University System offering a complete array of curricula in agriculture and forestry at the bachelor's, master's and doctoral levels as well as general support for Veterinary Medicine through the preveterinary curriculum. Forest resources and conservation, food science, and agricultural engineering, jointly involving IFAS and the College of Engineering, are some areas which will probably need additional programmatic development. Similarly, integrated pest management, food engineering, forest engineering, fisheries science and urban forestry are areas of concern that should be developed to meet emerging needs.

In addressing the future needs of Florida, IFAS has the capability to develop a range of fundamental and applied research programs in such areas as the ecosystem, food and fiber commodities, natural resources, aquaculture, genetic engineering, human nutrition and home economics, foreign trade and economic development, and technology assessment and adaptation. Florida may be classified in terms of urban, agricultural, natural, aquatic, and marine ecosystems. The complex nature of each of these demands a clearer understanding of the relationships which exist among each of these systems. Furthermore, a broad major effort must be carried out to clearly identify and develop those animals and tropical crops and plants which are adapted to commercial production in Florida, taking into account crop variety improvement, integrated pest management, livestock and animal and new product development needs. Research on the efficient and judicious utilization, conservation, protection, renewal and preservation of our natural resources including soil, land, forest, water, energy, range, wildlife, and fisheries, must be accomplished. There has to be, also, a determination of the species of marine and fresh water plants and animals that are capable of being adapted for commercial food and fiber production in Florida. Genetic engineering, which involves a spectrum of activities from plant breeding research programs to gene transplants through the application of a number of techniques--tissue culture, recombinant DNA and cloning--will have major impact on agriculture production in Florida's future. Research to support the enhancement of Florida's competitive position from an agricultural standpoint with other countries in the world is vital. More must be learned about nutritional requirements of humans as well as the nutritional value of various food crops.

The programs of Cooperative Extension over the next decade must focus on agriculture, environmental and natural resources, home economics and nutrition, 4-H and youth, rural and community development, and marine resources. Cooperative Extension must give increased attention to continuing the education of professionals and others who must draw upon the expertise of IFAS in fulfillment of their responsibilities. IFAS must focus its Cooperative Extension programs on decision makers, whether local, county, state, or federal, addressing those problems requiring the expertise contained within IFAS. These diverse audiences will be reached through independent study for the "place-bound", through electronic media and through the expanded use of volunteers to enhance program outreach in such areas as 4-H, home economics, home gardening and others.

Health Center

The College of Medicine's academic programs include the Medical Degree Program, the M.D./Ph.D. Program, Graduate Degree Programs, and the Physicians Assistant Program. In addition to the above credit programs there are a number of programs in the Clinical teaching category that do not generate credit hours. These programs, which account for more than 50 percent of the total students in the College, include Post Doctoral training in Basic Science and Clinical Science departments plus a number of technician training programs. The College's research programs include work in both basic and applied biological research. These programs are supported by grants from various sources with the majority of funds from the National Institutes of Health. The total annual extramural research support was $6,242,316 for fiscal year 1977-78. The College is heavily involved in service to people both in and out of the State of Florida. This service is primarily patient care in a wide range of medical specialties. The Outpatient Clinics counted 221,387 visits, while 18,385 patients were admitted to Shands Teaching Hospital and 6639 new patients were admitted to the Dental unit in fiscal year 1977-78.

Very limited, if any, increase in the number of programs is expected in the foreseeable future. Closer liaison with the Jacksonville Health Education Programs with the establishment of an Area Health Education Center is anticipated. In the future, the College of Medicine will concentrate on quality, not quantity.

The College of Dentistry, still a relatively new college, should begin to address areas of need which are endodontics, fixed and removable prosthodontics, oral medicine, pediatric dentistry, and dental auxiliaries. Also, needs which require the joint efforts with the Colleges of Engineering, Education, and Medicine will be addressed by 1985.

No new degree programs are planned for the College of Health Related Professions, but in order to meet projected health manpower needs, new graduate tracks in medical technology, clinical and community dietetics, and physical therapy will be requested for implementation.

The College of Nursing plans to implement, by 1985, a research institute of nursing to provide utilization of interdisciplinary resources at the University and to increase its grant and contract work.

The College of Pharmacy is considering the need for a program in pharmaceutical sciences with emphasis in the areas of toxicology, medicinal chemistry, and pharmaceutics, all essentially interdisciplinary endeavors. The current curriculum for the Doctor of Pharmacy program will be revised to include instruction in even the most sophisticated drug therapy problems with special emphasis upon the application of pharmacokinetics in dosage regimen design.

The newest college in the Health Center, the College of Veterinary Medicine, will not reach full growth until 1982. The core-elective professional degree (DVM) curriculum will be fully implemented by 1980 when the charter class completes studies. Comprehensive post-graduate training including internships, residencies in clinical specialties and M.S. and Ph.D. degree programs will be developed by 1985. Research, extension, and public service activities will be provided. Through agreements with other institutions, the college will be utilized as an instructional resource in the training of paraprofessionals.

Educational and General

The major areas of emphasis in this budget function will be to increase the strength of the programs in the physical sciences, the biological sciences, engineering, and business administration and at least maintain the current level of strength in legal education. The University will also increase its emphasis upon interdisciplinary programs and strengthen those that currently bind all of the University's 16 colleges together. In keeping with its history as a land grant institution, the areas of science and engineering have always been relatively strong. During the 1960's the National Science Foundation awarded $5.1 million to strengthen the physical sciences and engineering thereby creating a firm base for the University's subsequent proposals to the Board of Regents for State support for emphasis in the physical sciences, biological sciences, and engineering. During the 1960's and early 70's the University made strong efforts to upgrade its colleges of business administration and law. These efforts have been reasonably successful and hence the emphasis upon these areas and science and engineering for the next five to ten years.

As noted in the opening remarks in Section I, the University is comprehensive and has on one main campus programs in almost all of the disciplines available in American higher education. Consequently, the University has attempted in the past decade to increase its activity and strength in interdisciplinary activity. It will continue to do so in the future, taking advantage of such natural linkages as medicine with engineering, business with law, architecture with engineering, law, and business. And although the University does not plan to give emphasis in program development or expansion in the humanities per se, it will seek to strengthen its currently successful program in the humanities in the professions, a program initially funded by a million dollar grant from the National Endowment for the Humanities.

In the College of Liberal Arts and Sciences, a new college, primary emphasis will of course be given to strengthening the instruction and research programs in chemistry, physics, zoology, and botany. Secondary emphasis will be given to program improvement in such foreign language areas as German and Portuguese. The new college will also focus in the next several years upon the restructuring of its general education undergraduate programs, emphasizing the interdisciplinary resources available to the general education program throughout the University's many and diverse colleges.

Another relatively new college, the College of Fine Arts, plans to make the knowledge and talent of its faculty more readily accessible to all students in the University through a series of broadly conceived survey courses. Also, programmatic needs in areas such as art history and music are currently being considered.

The College of Education, ranked in the Cartter Report on Schools of Education, Law, and Business, in 1977, among the top 20 colleges of education in the country, will continue to serve as a major graduate and research institution. It will continue its new emphasis on in-service training for teachers and the development of new research activities. It will continue to emphasize its traditional strengths in educational administration and in counselor education, both of which areas have received national acclaim and will expand its programs in special education. The undergraduate enrollment in this college will not grow appreciably by 1985.

The College of Physical Education, Health and Recreation will remain essentially stable in enrollment and growth. Exceptions to this may occur in health service programs and in recreation.

The College of Business Administration and the School of Accounting will continue to develop their graduate research centers that perform a dual role in research and in public service for the many sectors of the State's and nation's commercial and financial enterprises. The Bureau of Economic and Business Research will increase its activities in providing the State with the data necessary for viable, multifaceted economic growth. The College and School are considering joint graduate programs with the College of Law and with the School of Building Construction, further evidence of the synergistic quality of the research and instruction programs of the University. In the future, the University will seek to separate into two degree programs the currently authorized doctoral program in Business Administration and Accounting in order to give Accounting better national visibility.

Yet another relatively new college, the College of Architecture, will establish, by 1985, departmental status for its current programs in landscape architecture and interior design. The College will consider the needs for establishing graduate programs in these fields. Furthermore, the College will consider the joint development of graduate programs with the Colleges of Law and Business Administration. The College will propose by 1980 an architectural and construction research center. The curriculum in the School of Building Construction will be strengthened and further emphasis will be placed upon the development of its current graduate programs.

The College of Engineering, probably the strongest and most visible nationally of all the University's 17 colleges, will continue its pursuit of excellence. The College has already received planning authority for an inter-college master's degree program in Computer Information Sciences and anticipates the need for advanced graduate work of an interdisciplinary nature in this field by 1985. Increasing demands in the fields of Coastal and Oceanographic Engineering and Agricultural Engineering indicate advanced graduate instruction should be provided in the near future. The College will serve as a complete college of engineering at all levels of instruction and research and a capstone for engineering in the State. The research-service arm of the College, the Engineering and Industrial Experiment Station (EIES) will continue its partnership with other engineering programs in the SUS and will increase its research-service activities in water, energy, transportation, environment, ecology, coastal engineering, beach erosion, health systems, and biomedical engineering.

The College of Journalism and Communications plans to increase its research activities and programs, exploring joint programs of service with the College of Business Administration and other colleges, and investigating the need for undergraduate programs in public relations and graduate programs in journalism. Increased emphasis in the College's instructional program will be given to the new technology of journalism and communications.

The College of Law will maintain its current level of enrollment, concentrate on quality in an effort to further enhance its new-found national prominence, and significantly increase its activities in continuing legal education. Curriculum revision will emphasize the relationship of law and moral issues and values and the improvement of lawyering skills. The graduate tax law program, already a nationally visible program, will be strengthened as will all research activities in the College. The College of Law and the Department of Political Science are planning a joint law-public administration program.

The Florida State Museum will continue its research and educational programs which will emphasize the natural region of the southeastern United States, the Carribean, and the tropics of the world. In this way, it will reinforce teaching and research programs in IFAS, architecture, the biological sciences, and the University's strengths in such social sciences as Latin American anthropology and Latin American and African studies.

Finally, the University Libraries must continue to be upgraded in holdings and in services in order to support the various teaching and research programs of the University's 17 colleges. In addition to increasing the number of volumes in the Library - a project well underway due to excellent legislative support for two years running - the Library obviously must increase its shelf space. Hence, high on the University's priority list for capital outlay is a central science library building. This building must be in place by 1985.

The academic program priorities in the Educational and General budget will remain relatively unchanged for 1985. The University will continue to upgrade the quality and strength of its programs in architecture, biological sciences, business administration, engineering, journalism, and law. It will attempt to increase significantly the levels of funding strength, and visibility programs in chemistry, English, educational administration, physics, psychology, and mathematics. An incremental list of priority programs has yet to be developed for 1985, but in all likelihood that list will include special education, statistics, and public administration in political science.

The plan for emphasis in the Educational and General budget has the following current configuration: (1) Engineering, (2) Natural Sciences in a joint endeavor with Florida State University which will include the departments of Zoology, Botany, Physics, and Chemistry, (3) Econometrics and Decision Sciences which will involve the departments of Marketing, Management, Economics, Finance and Insurance, Food and Agricultural Resource Economics, and Industrial and Systems Engineering.

The program in engineering is currently funded through mechanisms for quality improvement. The programs in Natural Sciences and in Econometrics and Decision Sciences are proposed for emphasis in the 1979-81 biennium. The University will consider proposals for further emphasis in the 1981-83 biennium for programs in the following areas: Humanities in the Professions (to reinforce a million dollar National Endowment for the Humanities grant currently in force at the University), Neurosciences in the discipline of Psychology and Mathematics as applied to Engineering, Physics and Chemistry.

The College of Engineering is one of the most often recognized units in the State University System. A measure of the recognition of its faculty, facilities and graduate programs is the national funding attracted each year which ranks the College in the top 15 colleges in the country in this category. Ratings such as the American Council of Education place the overall research and educational program among the best in the country - certainly in the Southeast. Almost every segment of the College currently receives additional state support through quality improvement funding with similar allocation priority within the University.

The programs in Chemistry and Physics have solid strength and a good national visibility. The University believes that these departments, which are central to all of the science programs in E&G, HC, and IFAS, must continue to be as strong and as well developed as possible. The programs in Botany and Zoology have been rebuilt and now give strong evidence that, in a joint endeavor with biological sciences at Florida State University, their special emphasis is justifiable. These two departments and the newly developed core curriculum in Botany and Zoology bear a heavy responsibility for the ultimate quality of the programs in engineering, agriculture, medicine, pharmacy, dentistry, veterinary medicine, and related biological science programs.

The faculty and programs of the College of Business Administration are rapidly growing in the esteem of their peers. A recent national survey indicated that the College of Business Administration, while not in the top 10 in the country, was among the five schools making the most progress toward that goal. The College, through the Bureau of Economic and Business Research, is already playing a vital and increasing role in the State's economy. The proposed program in econometrics and decision sciences when strengthened by the participation of the Department of Food and Resource Economics and the Department of Industrial and Systems Engineering clearly justifies emphasis.

In addition to the plan for emphasis to improve existing programs, the University has recently negotiated with the Board of Regents a new funding mechanism for the College of Law. This mechanism, which establishes the College of Law as a separate line item within the E&G budget function, allows for substantial improvement by 1985 in the funding levels for this College.

This, then, is a summary view, somewhat pragmatic in tone, of the University's role and scope for the 1980's. It is appropriate in these concluding observations to note that underlying the programmatic priorities, the need for incremental funding, and the shifts in emphases in curriculum, there remains a constant role and a constant scope for this University -- and all universities -- that aspire to greatness. Above all else, a university has two missions: to foster learning and to advance the frontiers of knowledge. The fostering of learning is the university's custodial function, that part of the university that seems never to change. The two basic languages of higher education, English and Mathematics, were taught a hundred years ago, and a hundred years from now they will still be taught as will the principles of the physical and life sciences, the social sciences, and the humanities and fine arts. The advancement of the frontiers of knowledge is the research function of the university, the part that always changes, the part that involves the greatest risk, the part that is most difficult to evaluate. Yet these two functions are inseparable, and no university can long survive without them both.

THE FLORIDA STATE UNIVERSITY

Section I

The Florida State University is a comprehensive university offering diverse undergraduate, graduate, advanced graduate, and professional programs of study and conducting extensive research. Its role, as defined in 1969, was as follows:

> Two of the long established universities, the University of Florida at Gainesville and Florida State University at Tallahassee, have similar educational goals. They offer diverse undergraduate, graduate, and professional programs of study and conduct extensive research. Their primary roles in the State University System, therefore, will be to serve as centers for advanced graduate and professional studies. For the most part, students selecting either of these universities for undergraduate study will be preparing themselves for admission to graduate professional study and advanced graduate study.

The University reaffirms its commitment to that role.

This mission is a logical development from and is consistent with the history and tradition of the University. Founded in 1857 it became Florida State College for Women in 1905 and the Florida State University in 1947. Its remarkable post-war progress as a major, comprehensive state university has been termed by national educators "a modern miracle." Its strong undergraduate liberal arts programs with their emphasis on the individual student and on high quality teaching proved to be an ideal base on which to build programs of advanced graduate and professional study and research. These soon achieved national stature and the Florida State University became a recognized national center of graduate study and research, accomplishing its new mission while preserving its reputation for undergraduate education.

The University's history and tradition contributed significantly to its success in developing strong graduate and research programs; similarly its location has been important in shaping its character. Located in the State Capital its growth in many ways has paralleled that of State government. The interaction between governmental agencies and the social sciences and professional schools has been particularly close. For the highly trained personnel in the executive, legislative, and judicial branches of government the University provides unusual opportunities for further education and for specific training, and it provides an intellectual and cultural environment necessary to attract highly qualified personnel. For the University, State government provides valuable opportunities for graduate students for on-the-job experience and for internships, and it provides an unusual source of data and laboratory-like conditions for research.

Thus history, tradition, and location have provided an ideal setting for the Florida State University to achieve its three interrelated emphases: undergraduate education, graduate and professional study and research, and public service. At the present time the University can be characterized as a major, comprehensive, multipurpose, residential state university, drawing its students from every county in Florida, every state in the union, and some 40 foreign countries and its faculty from the major graduate centers in this country and abroad.

Given its history, location, and accomplishment, the University does not see major changes in its mission in the next decade. Rather, it sees further refinement of that mission, concentrating on the enhancement of quality.

Section II

As a comprehensive, residential university, the Florida State University offers a broad range of baccalaureate, masters, and doctoral programs covering the major disciplines and professions to respond to the needs of the State, region, and at the graduate level, the nation. Students come to a residential university because of the quality at each level of instruction in each program. More specifically, in most of the basic Arts and Sciences disciplines each level of instruction is offered. A few disciplines such as Urban and Regional Planning and Oceanography are exclusively graduate and in a few such as Classics, Anthropology and German, there is at present no doctoral component. Given the existing strength in these disciplines, it is anticipated that doctoral programs will be requested in the future. The wide range of professions includes Law, Business, Education, Music, Theatre, Visual Arts, Communication, Criminology, Social Work, Library Science, and Nursing. With the exception of Nursing, each offers the full range of degrees appropriate to the profession. Within Visual Arts, the program in Interior Design will probably develop to the point of considering a request for MFA or doctoral status and, depending upon state planning, the request for a master's program in Nursing will be reinstituted. Consistent with national trends, the undergraduate and graduate programs in Computer Science, currently in the Department of Mathematics, may need to be given separate departmental status; and the doctoral program in Public Administration, currently in the Department of Government, may need to be incorporated into the Department of Public Administration. Finally, given the growth of Florida and its increasing importance among the states, during the next five-years there may be a need to plan and establish another research-oriented engineering school. The recognized strength of the Florida State University in the physical, mathematical, and biological sciences and its location in the State Capital would make it an ideal setting. The commitment to and established tradition in graduate and professional study and research would provide the intellectual environment within which one could be easily and soundly planned, established, and developed.

The profile of students is consistent with the role and scope of the University. Of the 20,624 students in Fall, 1977 only 14% were part-time, 31.2% lived in campus housing, and a very large percentage of the remainder lived away from home in apartments. At the undergraduate level, an overwhelming majority are within a normal progression from high school: for Fall, 1976, of the lower level credit hours 98.25% were taken by students in the 18-24 age range, of the upper level ones 85.30% were taken by students within that age range. The median age for all students is 22 and only 20%, mostly graduate, are over 25. The distribution among instructional levels - 30% lower level, 45% upper level, 6% unclassified, and 19% graduate level - likewise is consistent with the mission. The relatively high ratio of graduate to undergraduate students - the highest in the State System - reflects a strong commitment to graduate education and research. Similarly, although 9% of the students are classified as out-of-state, at the graduate level over 20% are so classified. To a degree this percentage reflects the University's programs in Criminology, Home Economics, Meteorology, Music Performance, Music Therapy, Theatre Arts, and Urban and Regional Planning having been designated as Academic Common Market Programs. This profile is not expected to change significantly in the next decade. With the increased need for post-baccalaureate education and training for governmental personnel the percentage of part-time students and the average age of students may well increase somewhat, but the fundamental pattern should remain constant, consistent with the mission of the University.

Likewise, in accordance with the mission of the University, the faculty has been carefully selected for their commitment to teaching and their ability in research. Trained in the leading universities in this country and abroad, active in research here, they provide for the students the opportunity to learn and to participate in the very latest developments in the disciplines and professions. The faculty includes a Nobel Laureate, four members of the National Academy of Sciences, and recipients of many national and international honors. Such achievements include designation as the third most influential political scientist nationally, the leader of the meteorological component of the Mars Viking Project, and the first Floridian to become a member of the governing board of The National Science Foundation. Even without the large federal funding in Medicine, Agriculture, and Engineering, the faculty attracts over sixteen million dollars annually in contracts and grants, an 18% increase over 1973-74. Although a research-oriented faculty because of the emphasis on graduate study and research, all faculty are expected to teach in all levels offered by the program. Thus, nationally recognized senior faculty regularly teach undergraduate, even freshman courses, along with their advanced graduate seminars. Only 11.2% of the courses are taught by other than full-time, regular faculty, an unusually low percentage for a comprehensive state university with a large graduate program. Once again, this commitment to undergraduate teaching grows out of the history and tradition of the University. Thus the demands upon the faculty and the aspirations of the faculty are high and are translated into rigorous, faculty determined criteria for annual merit increases, promotion, and tenure, with heavy emphasis upon scholarly and creative accomplishments measured against national standards.

Closely related to instruction and research and integral to the mission of the University is public service. The emphasis in off-campus instruction has shifted over the last decade from offering a wide variety of individual courses in many geographical areas of the State to offering programs or levels of programs that are unique to the Florida State University in specific areas of high demand.

Closely related to off-campus instruction are the rapidly expanding specially tailored graduate programs for state personnel, especially in such areas as public administration and education. An even more rapidly growing need is that of state and local governments for specialized training ranging from seminars, workshops, and short courses to comprehensive, long-term programs of staff development, for specific project research, and for easy access to potential practical applications of basic research. As a center of graduate study and research with highly qualified research faculty, the Florida State University, located conveniently in the State Capital, is uniquely situated and equipped to provide these services. This public service to state and local governments is being coordinated with the emphasis on instruction and research in the Policy Sciences. The Center for State and Local Research is a major component of the policy sciences, the Center for Professional Development and Public Service provides the direct link with the governmental agencies, and the Institute for Science and Public Affairs is the overarching, coordinating structure to insure that the resources of the entire University, where appropriate, are available to meet governmental needs. As a dramatic example of this escalating need, the Center for Professional Development and Public Service provided 166 programs in 1975-76 and 282 in 1976-77 with almost 16,000 participants; all indicators point to similar increases in the future.

Of the many special programs or approaches within the University that have not been referred to elsewhere, perhaps four are especially significant as indicators of future developments. The London and Florence Study Centers have not only become an established part of the educational and research program of the Florida State University but now they are available to students and faculty from throughout the System. This represents two very important trends for this University and for the State University System: international education is an essential dimension for a major university and interinstitutional cooperation is imperative in order to use wisely the limited resources available. Likewise the recently authorized and encouraged policy on cooperative doctoral degrees is a major, innovative approach in cooperative endeavors that is almost certain to receive national attention. Already the Florida State University has entered into a cooperative doctoral program in Anthropology with the University of Florida. In addition, the University of Florida in Humanities-Religion and the University of West Florida in Education have entered into cooperative doctoral programs with the Florida State University. Now approved is the cooperative doctoral program in Oceanography which the University of South Florida entered into with this University and a number of others are in the initial discussion stages. Of a somewhat different nature but illustrating the international dimension and the

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potential for an interinsititutional approach is the Learning Systems Institute. This grew out of the very strong faculty in such areas as learning theory, educational theory and research, and educational technology. Through the Institute their research is made available to the University faculty to help improve instruction especially in required lower level courses and in special programs in the basic mathematical and language skills. It has taken on an international dimension as such developing countries as Korea, Columbia, and Indonesia have entered into contractual arrangements for its services. These services, like the London and Florence Study Centers, perhaps should be made available to the Community College and the State University Systems. Finally, in a very different area, the School of Music and the School of Theatre, both nationally recognized and having the only doctoral programs in the State, have extended their outreach through the State Opera and the State Theatre providing a much needed cultural dimension for the State of Florida. Again, these may well provide yet another opportunity for interinstitutional cooperation.

History and tradition have shaped the character of the University. For example, it had a particularly strong base upon which to build in the humanities, the fine and performing arts, and in education. In the 1950's a conscious decision was made to strengthen the physical and biological sciences culminating in a major National Science Foundation Science Development Grant which the State has continued. Plans for future emphasis with first order institutional priority are well developed for the next three years. For 1978-79 special funds were directed to the Policy Sciences encompassing the social science disciplines and selected related professional schools. The enhancement of existing strong academic programs will provide the instructional and research base for the major expanded emphasis in public service focused on state and local government, a service both needed and especially appropriate for the Florida State University because of its location in the State Capital. The next scheduled for emphasis are the four components of the Science Development Grant (physics, chemistry, psycho-biology, and statistics) and the physical, biological, and mathematical sciences closely related to them. This plan is consistent with the well established effort of the University to build strength upon strength and strength around strength so that related areas mutually support one another, an essential condition for sound graduate study and research. Then, with the same idea in mind, enhancement of the already strong programs in the fine and performing arts will begin. Music has been selected for the first effort; as additional support is available, then on the model of the development of the sciences the emphasis will be expanded into the other fine and performing arts and related humanities.

The above plans show the first order institutional priorities; the University currently is giving and will continue to give emphasis to these areas. High on the next order of institutional priority are and will be those professional schools not directly enhanced through the development of the Policy Sciences.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Section I

University Statement

Florida A and M University was established in 1887 for the purpose of providing higher education for Blacks in the State. With the advent of school integration, the primary mission for FAMU changed. During the last decade (1968-78) it has experienced marked expansion in some programs and a concomitant dramatic attrition in others. Moreover, the University has experienced a signficant expansion in its curriculum offerings, improvement of its physical plant, and steady growth in the size of its student body.

Philosophically, Florida A and M University is dedicated to the three traditional university goals: the creation, transmission, and application of knowledge. The University is committed to four utilitarian objectives which complement its philosophic purpose: (1) to prepare students to serve in a variety of professions and occupations; (2) to prepare students for effective community leadership and service; (3) to provide services which bring knowledge to focus on societal problems with particular emphasis on the kinds of rural and urban communities inhabited by poor and/or minority people; and (4) to perform that research relevant to the solution of human problems which affect society in a variety of ways.

Along with the University of Florida and Florida State University, Florida A and M is an old, established institution, the founding of which preceded the other six institutions of the State University System by some 70 years. However, Florida A and M's unique historical distinction as the State's segregated institution for Blacks has had more far-reaching influence on its position and role in the SUS than its distinction as an old institution. Until 1974 Florida A and M's student body remained well over 90 percent Black, even though the University's name change in 1952 technically ended its segregated status. Its official statement in the 1973 Bulletin defined the University's role in implied racial terms and emphasized its special role within the SUS as that of providing higher education especially to the culturally and educationally disadvantaged. The Office of Civil Rights protested this distinction which gave the University a "special" place in the SUS rather than one equal with the other universities. Subsequently, early in 1974 through the plans for Equalizing Educational Opportunities in Higher Education in Florida (EEO), the State, the Board of Regents, the University, and the Office of Civil Rights agreed upon actions to bring Florida A and M into full partnership with the other State universities.

Although the plans to assure the State's compliance with the federal civil rights legislation affected all universities, the most significant changes occurred at Florida A and M. No longer is there an essentially homogeneous group to be served at FAMU. University programs must have the breadth and flexibility to serve Blacks and non-Blacks, the young and the elderly, the inexperienced and the mature, the poor and the not-so-poor, part-time and full-time students, resident students and commuters, the physically fit and the handicapped, Americans and nationals of other countries--all of whom are members of the present University community. Accommodating this heterogeneous student body has affected academic programs and student services areas.

As a consequence of the EEO plans and the System's role and scope study, cooperative and closely coordinated programs between FAMU and FSU are being developed which take advantage of the two universities' proximity. Duplication of programs is being minimized in order to help assure the identity of FAMU, separate from FSU.

Research expansion, especially in pharmacy, other sciences, agriculture and education, has moved the University into new relations with other State, national and international agencies. Services to citizens who are not "regular" students have extended University activities throughout the local community and the State, and these services have brought to the campus a true cross-section of the general population.

Section II

Current Status of the University

Florida A and M University currently is a four-year residential multipurpose university and is an 1890 Land-Grant institution. It enrolls approximately 6,000 students each quarter. Enrollment at the lower level is larger than that at the upper level. The University has seven schools and colleges which offer 58 bachelor's degrees, 13 master's degrees and one professional degree. The students come from the entire State and nation and several foreign countries.

Characteristics of Student Body and Impact Upon Programs

Florida A and M University is and will continue to be primarily a residential institution. The vast majority of the students are residents of the State of Florida with representation from all 67 counties. The counties with the largest number of student representation are Leon, Duval, and Dade. Currently, Florida A and M students come from 44 other states and 21 countries. A significant number of out-of-state students come from the states of New York, Pennsylvania, Ohio, New Jersey, Illinois, Georgia and Alabama. The 1977-78 Fall quarter headcount enrollment was 6,009 with an FTE count of 5,182.8. There were a total of 3,066 females and 2,943 males with 88.4 percent Black; 9.4 percent White; and 2.2 percent Hispanic, American Indian, and Asian. The median age of the student body was 21 years. The student mix over the last few years has continued to reflect a movement toward FAMU's becoming a culturally and racially pluralistic university. It is anticipated that the enrollment in 1985 will be somewhat higher than that of 1978 with an increasing number of non-Black students in the mix. The University expects the median age of the students to go up with the growing interest in life-long learning. A significant aspect of the current student population is the percentage (approximately 85 percent) of students on financial aid. This impacts the admission and enrollment processes.

Off-Campus Instruction and Public Service

As a Land-Grant Institution, FAMU has maintained a strong commitment to continuing education and outreach programs of all kinds. Thus the relevant expertise of the University is available to the citizens of the State through both traditional and non-traditional delivery systems. The focus of the Cooperative Extension Service at FAMU has been toward meeting the needs of the rural poor and the small farmer. The University carries out a number of research and service projects in rural development geriatrics, nutrition, low-cost housing, solar energy for home use, manpower development, aquatic environment and many other programs which are directed toward improving the quality of life for citizens of the State.

The Division of Continuing Education at the University is committed to the principles of life-long learning. Today, the Division serves approximately 2,000 students a year in off-campus continuing education centers. In addition, several thousand local citizens are served annually through the on-campus Weekend and Evening College. About six non-credit continuing education seminars in Pharmacy are offered throughout the State each year to serve the needs of practicing pharmacists. The University expects to participate in the continuing education in nursing that has been mandated by the State Board of Nursing for the renewal of licensure. A variety of workshops, seminars, conferences and short courses are offered throughout the year and are designed to satisfy recognized needs of citizens in the University's off-campus service area.

Special Programs and Unique Approaches

Florida A and M University admits a large freshman class each year. These students are at varying stages of development and many reflect recognizable deficiencies in basic skills. The University has experimented with a variety of developmental programs designed to help deficient students to overcome their problems early in their college career. Among those approaches has been the Thirteen College's Curriculum Project, an approach to general education developed and operated through the sponsorship of Title III; the Special Services Program, another federally funded program which is the college level counterpart of Upward Bound; and Interdisciplinary Communications Program funded by the Kenan Foundation. There have also been a number of funded developmental projects in mathematics and the basic sciences. The University now intends to use what it believes to be unusual expertise and commitment in this area to develop a strong general studies program designed to produce well prepared preprofessional students fully ready for dealing successfully with the major sequence of any of the professional programs at the University. The University expects to develop a strong comprehensive learning resource center as a major component to the General Studies program concept.

The University will continue to engage in research and service projects, including the project funded by the 1978 Florida Legislature to research the feasibility of the production of grapes and grape products in Florida. The University hopes to expand this project to a broader program of Food and Industrial Science. Much attention is now given to the production of food. Less concern has been given to the prevention of waste and less in the processing, preserving, storing activities which occur between production and consumption. This is of growing importance as the world appears to have reached an apex of productivity and the availability of land for agriculture becomes more critical.

A related area of interest and activity has been the plight of the rural poor. The plight of the rural poor in the State is illustrated by the 1974 statistics which showed that there were 15,368 small farms (1 to 50 acres) in operation in Florida but that more than 50 percent of these farms recorded total annual sales receipts of $2,500 or less. The University currently has a Rural Development Project in the Department of Sociology which researches the problems and provides direct help to the rural poor in several North Florida counties in dealing with social agencies. The School of Architecture's program in Experimental Low Cost Construction is designed to test a wide variety of materials and techniques for energy efficiency in low income rural housing.

Other special programs which should be noted have to do with the encouragement of interest in science and science research among minorities through such projects as the Careers Outreach Awareness Programs (COAP), the Minority Biomedical Science Research Project (MBS), and the Minority Access to Research Careers (MARC). A related concern of FAMU is for increasing the number of minority practitioners in fields of the health sciences. The University has requested to plan a School of Allied Health Sciences with programs in corrective therapy, respiratory therapy, medical records administration and health management. It is projected that ultimately this School along with the College of Pharmacy and the School of Nursing will constitute an Institute of Health Sciences.

The leadership program of the School of Business and Industry is a total development program which uses the "sanctuary" approach which requires that faculty and students are involved throughout the day in a structured program of personal development. This baccalaureate business program places emphasis on extensive outside reading, debates on current issues, group sessions with business executives, an array of leadership experiences, the development of memory skills, communication skills, time management techniques, positive self image, physical stamina, and the ability to market oneself. It has attracted nation-wide attention among institutions and firms which employ FAMU business majors. The School of Business and Industry is also scheduled to begin a Master of Business Administration program in the fall of 1979.

For a number of years, Florida A and M University has offered a four-year Bachelor of Science degree in graphic arts technology. A feasibility study conducted by FAMU during the summer of 1977 revealed that this is the only bachelor's degree program in this large and expanding field of industry in the State of Florida. The University has presented to the Board a proposal to develop a College of Journalism and Media Arts. This College would be made up of the existing bachelor's degree programs in graphic arts/printing and journalism with the proposed bachelor degrees in film and electronic media and broadcasting engineering technology to constitute a College of Journalism and Media Arts. The feasibility study revealed also that well-trained graduates in these fields would be rapidly absorbed by industry.

The concern of excellence at Florida A and M University spans the basic University endeavors of teaching, research and service. Numerous opportunities for excellence in these areas exist at the University for its faculty. The reward system definitely favors those faculty members who excel in teaching and other kinds of people-to-people activities. But with the change in curriculum the University's value of research activities is on the rise and is destined to increase with the development of professional schools and degree programs which are research oriented. It is expected to complement rather than replace the University's value of teaching excellence.

Florida A and M University is determined to maintain and honor its heritage of providing higher education for Black Florida citizens, but it will also assume a broader, more viable role which includes providing education to any and all who desire to be and can qualify as students of the University. The University will work to assure that this transition will be accomplished without diminishing its concern for the access to higher education for Blacks or the preservation of those cultural values associated with Black life.

The role of FAMU will be principally to provide professional education and appropriate applied experience for students who are career oriented and whose aim is for entry level positions in business and industry and the professions. Graduates in arts and sciences as well as those of the professional schools will be encouraged to continue their education and earn advanced degrees wherever this kind of pursuit appears to be required in order to increase their opportunities for success, permit them to serve society more fully and to improve the quality of their own lives.

The operation of the programs proposed for FAMU in this document depends upon extensive cooperative and collaborative efforts between FAMU and FSU and for extensive articulation between FAMU and the community colleges of the State.

Plan for Emphasis

Architecture in Government, Industry and Research. Florida A and M University's graduate program in Architecture has received funding for quality improvement during 1978-79. Since 1975, the new School of Architecture at Florida A and M University has rigorously pursued its long range plan to become one of the nation's quality professional programs. Federal, State and local government have long needed the professional architect educated in those specific areas not covered in a program directed at the private practitioner such as building and planning policy, project coordination, budgetary and construction management, and life cycle cost analysis.

School of Pharmacy. The School of Pharmacy, established in 1953, has been scheduled to receive emphasis during the 1979-81 biennium. A trend in pharmacy schools nationwide toward clinical research and strong basic research is supported by a 1978 survey of the research activities of the top ten pharmacy schools in the nation. In that survey FAMU's School of Pharmacy ranks number eight in support for research from the National Institute of Health. Therefore, a substantial portion of the effort will be given to maintaining a superior research program as the School strengthens its graduate program in pharmacology and toxicology.

UNIVERSITY OF SOUTH FLORIDA

Section I

USF's Mission and Future Goals

The University of South Florida was founded on December 18, 1956, and enrolled its first class of 1,997 students on the Tampa Campus in September, 1960. Following the University's beginning as a four-year institution, compelling needs and decisive pressures dictated that it offer graduate programs, engage in research, and offer service in the true tradition of great American universities. USF now serves some 23,000 students who are enrolled in 74 undergraduate programs, 63 beginning graduate and specialist programs, 9 doctoral programs, 1 cooperative Ph.D. program (Oceanography), and one post-baccalaureate professional program (M.D.). USF provides broad accessibility to its programs and services through four campuses located in Tampa, St. Petersburg, Sarasota, and Ft. Myers.

The development of the University's academic programs, its research and service activities, and its $125 million dollar physical plant continue to influence the further development of other community services and facilities. The location of USF and its Medical Center influenced the federal government to invest $23 million in a new Veterans Administration Hospital, private resources to provide $10 million for a new University Community Hospital, and State Department of Health and Rehabilitative Services to invest $15 million in a new Florida Mental Health Institute, all adjacent to the $25 million USF Medical Center.

The University's ideal location in the midst of several major metropolitan areas creates opportunities for public service programs and greatly needed research on such immediate human problems as urban planning, public administration, educational and cultural needs of the economically deprived, coastal development and economics, port facilities development, hurricane prediction and defense, metropolitan environmental engineering, red tide, and other societal needs, as well as basic research in many other areas. USF's faculty generated more than $14 million in sponsored research funding in the 1978-79 fiscal year, much of which helped pay for graduate education, research equipment, and specialized research activities. These research and service activities further complement the overall service and benefits of USF to its several metropolitan communities and to the State.

The foregoing accomplishments underscore the legislative wisdom of placing a comprehensive university in this educationally fertile environment. The several metropolitan areas which constitute this environment are rich in resources that have propelled the University to accomplishments that can be matched by few, if any, institutions in such a short time.

As a means of planning for the future, the University of South Florida recently concluded a two-year study of its mission and goals in which it identified educational principles that should guide the University in developing solutions to complex problems as it continues to mature. This study is unique within the State and will be of great value in the years ahead. The study reaffirmed the University's commitment to academic excellence and adopted a mission statement that reads:

> The mission of the University of South Florida is to achieve preeminence as a general purpose university of academic excellence.

The University has pursued this mission within the role it has been assigned by the Board of Regents (BOR). In the Comprehensive Development Plan (CODE) printed in 1969 by the State University System (SUS), the following role was set forth for the University of South Florida:

> The University of South Florida at Tampa is a general purpose university which will place increasing emphasis upon advanced graduate and professional studies during the next ten years. Because it serves a densely populated community, the research efforts of many of its departments will be oriented toward the solution of problems peculiar to the modern urban environment.

With one exception, the University reaffirms its acceptance of this as an appropriate role to continue in the future. The exception noted pertains to the CODE reference to "problems peculiar to the modern urban environment". For present purposes, the term "urban" is too limited in reference to USF's role and its multi-campus system located in several metropolitan areas. Whether referring to research orientation or general academic thrust, USF is more correctly described as a comprehensive university located in and identified with the problems, interests, and concerns of numerous "metropolitan" areas. Thus, USF emphasizes its characterization as a multi-campus, comprehensive, metropolitan university. Consequently, USF places particular emphasis upon the instructional, research, and service needs of its several metropolitan areas in planning and implementing its mission.

The role and scope for the University of South Florida is, therefore, envisioned as a continuation of the one given it by the BOR in its CODE document of 1969 - a role it has pursued successfully. USF desires to continue to be responsive to the needs of its several metropolitan areas and the State by continuing its pursuit of excellence in its instructional programs, its research activities, and its public service programs. The University will pursue this mission, making every effort to uphold the principles it set forth in the report of its Task Force on Mission and Goals.

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The State of Florida, including the 15-county region surrounding USF, will continue to expand and diversify during the coming decades. Increasing populations, industries, and governmental units will, therefore, place even greater demands upon USF for appropriate instructional programs, research, and service activities. Consequently, USF identifies the following goals for emphasis in the future:

1. Further exploration and development of services, programs, and activities to meet the extracurricular, health, and counseling needs of the University's diverse student body.
2. Refinement and upgrading of the University's undergraduate liberal arts and science programs and expansion of their accessibility at each of USF's campuses.
3. Further development of appropriate undergraduate degree programs in various disciplines to support the needs of society, business and industry, and governmental units.
4. Further exploration and development of appropriate graduate degree and research programs based upon special characteristics and resources of the University and the region that facilitate serving regional, State, national, and/or international needs.
5. Further encouragement of research activities and the application of University resources that will improve of the quality of life for the people served.
6. Further development of the role of USF as a regional and State health care center in order to provide the most advanced health care services, the education of medical students, interns, nurses, and paramedical personnel, the continuing education of practicing professionals, and the production of new knowledge.
7. Further development of effective means of satisfying continuing education services and midcareer educational development.
8. Exploration of the feasibility of a public/private educational consortium within the region as a means of further improving the availability of educational services to the citizenry.
9. Expansion of the cultural activities of the Colleges of Fine Arts and Arts and Letters to improve the University's public service offerings.
10. Further strengthening of the cooperative efforts between USF colleges and certain regional, state, and national entities in order to maximize services available to the citizenry.
    a. Business and administration interests with the College of Business Administration;
    b. Public school systems with the College of Education;

c. Industrial/technological interests and the general scientific community with the colleges of Engineering and Natural Sciences;

d. Health care institutions and interests with the colleges of Medicine and Nursing;

e. Social services institutions and governmental units with the College of Social and Behavioral Sciences.

11. Further development of cooperative agreements with public junior/community colleges to improve the availability of educational opportunities.

12. Further development of academic programs and physical facilities necessary to support the role of the regional campuses and the needs of the several metropolitan areas.

In summary, USF plans to continue pursuing its mission as a comprehensive metropolitan university dedicated to the improvement of the quality of life for the citizenry being served. This mission will be accomplished through the continued development and implementation of academic programs, research activities, and public service programs that will meet the needs of the several metropolitan areas and the State.

Section II

USF's Current Status and Future Plans

The University of South Florida is currently offering 160 academic degree programs to approximately 23,000 students who enroll on campuses in Tampa, St. Petersburg, Sarasota, and Ft. Myers. In addition, USF has substantial research and public service programs which impact the immediate region, the State, and the nation. USF's future plans are based upon its previously stated mission, the educational needs of its students and its several metropolitan areas, its unique regional campuses, the strengths of its faculty, and its special programs and approaches. These factors provide the basis for future planning of the University's instructional, research, and service programs.

Student Characteristics and Future Trends

The characteristics of the student body of USF vary among campuses. At Tampa and Sarasota, they range from full-time, traditional-age students (18-22), to part-time, older ones (up to age 74, currently). Because the campuses at Ft. Myers and St. Petersburg offer only upper-divisional/ beginning graduate courses, the average age of students there is greater and the percentage of part-time students is higher.

The total student body of USF is represented by almost equal proportions of males and females who have an average age of 25. Approximately 70 percent of the student body attends USF on a full-time basis while about 30 percent attend USF on a part-time basis. Further, USF's student body is composed of in-state students (90 percent), out-of-state students, and students from many foreign countries.

USF anticipates a continuation of the trend of an increasing proportion of its students enrolling on a part-time basis during the coming decade because of BOR and legislative decisions to expand USF's Regional Campuses in St. Petersburg, Ft. Myers, and Sarasota. Many students in these areas will elect to continue their education on a part-time basis while residing in close proximity to one of USF's campuses.

Off-Campus Instruction and Public Service Activities

USF off-campus instruction for credit occurs through Continuing Education, Outreach Programs (B.I.S. and Y.O.U.), Regional Campuses, and Teacher Education Centers; non-credit programs through Continuing Education and Teacher Education Centers. Regular faculty teach most of these courses, some inload, some overload; qualified adjuncts teach the remainder. USF attempts to keep these courses and programs current and relevant; they are designed to meet the needs of people within the University's continuing education service area, and many are generated through direct requests from these people. The University anticipates expanding the non-credit courses, workshops, and conferences for inservice teacher training, business areas (accounting, marketing, management, real estate, etc.), medical and health care delivery, and even in the liberal arts to meet the needs of those served.

The public service needs of the USF continuing education/service area are many and complex. USF will place increased emphasis on courses and programs offered at night and on weekends. Approximately 27 percent of all public school personnel in Florida resides in this area. The University's role in providing inservice training to these personnel is second to none in the SUS.

Programs of the College of Fine Arts, and those by visiting artists that the College attracts, have enriched the cultural environment and improved the quality of life for the entire greater Tampa Bay Community. This enrichment will continue to expand throughout and beyond the 15-county area and contribute to the fulfillment of a major public service/educational need.

The needs of the business/industrial community are extensive and constantly changing. USF will service these needs, not only through the professional areas but also through the liberal arts programs. There continues to be a clear and consistent demand for the latter directly from business and industry as well as from the public at large.

The human services needs of the community, including medical services/health care will continue to be addressed by the colleges of Medicine, Nursing, and Social and Behavioral Sciences, directly through Continuing Education in the professional areas, and indirectly to the general community through the improvement and modernization of professional programs.

Special Programs/Approaches at USF

Although there are numerous special programs and/or distinctive approaches at USF, at least five merit particular emphasis:

Your Open University (Y.O.U.) offers credit through the use of television, radio, and other educational media to individuals in their homes. This innovative approach is designed to provide learning opportunities for those unable to attend the University under normal circumstances. At the present time, approximately 1,080 students are enrolled in Y.O.U. classes.

The Bachelor of Independent Studies Program (B.I.S.) is an adult-oriented, external degree program in Interdisciplinary Studies for individuals whose lifestyles preclude attendance at regular classes. The B.I.S. student proceeds at his/her own pace, and, for the most part, in his/her own setting. Present enrollment in the program is 110 students.

New College of USF, on the Sarasota Campus, is an honors-type educational approach that offers students the opportunity to work in traditional liberal arts areas within an innovative curriculum structure. This nationally recognized program continues to be enriched by private funding from the Trustees of the New College Foundation.

The University of South Florida's Medical Center (colleges of Medicine and Nursing) creates and maintains an excellent academic environment in which medical education, the production of new knowledge, and community service is continual. Besides functioning as an integral and valued part of the University, the Medical Center continues to influence health care standards of the community through Continuing Education and other special outreach programs.

The University's regional campuses (St. Petersburg, Sarasota, Ft. Myers) combine with the Tampa Campus to provide higher education opportunities for a metropolitan area rapidly becoming a megalopolis along the West Coast of Florida. USF campuses are convenient to approximately 30 percent of the State's population in the immediate 15-county area and represent significant commitments to make higher education services accessible to the citizenry. USF is currently planning to expand the physical facilities and educational programs at each of the regional campuses in order to better serve the metropolitan areas of southwest Florida.

Evaluation and Reward Process

USF constantly strives to improve its academic programs and supporting services. This improvement is accomplished through the faculty, student, and administrative evaluation of the programs and activities and the personnel who conduct them. Outside evaluations occur frequently through accreditation visits, SUS program-wide evaluations, and autonomous University action. Outside professional evaluation of the research or other creative activities of faculty is also often obtained.

The quality of University endeavors, especially academic programs, is affected mostly by the quality of the personnel of the University. At USF, new faculty are offered employment only after a thorough investigation of their academic backgrounds indicates a sincere interest in teaching; scholarship, including competence in research or other creative activity; and an understanding of service expectations. The performance of faculty in these 3 areas is evaluated annually, and excellence is recognized and encouraged through tenure, promotion, merit salary increases, and release time for scholarly study and/or travel.

Future Plans For Academic Programs

USF provides services which benefit the entire State of Florida and beyond; however, its location in a megalopolis, projected to become the largest in Florida, provides opportunities and results in needs and demands that are different and distinct from the other SUS institutions. USF is sensitive to these differences and designs many courses and programs with particular emphasis upon the several metropolitan areas being served and/or the opportunity to serve the entire State by developing and offering those programs that can best be offered in a large metropolitan center. Therefore, the following priorities are some of the program changes anticipated for the next five to ten years. During that period, these priorities will undoubtedly be modified due to circumstances beyond anyone's control.

The College of Arts and Letters will concentrate on improving and broadening its established basic liberal arts program and will carefully consider the development of a beginning graduate program in interdisciplinary liberal arts, a nontraditional program designed for those who wish to pursue a liberal education beyond the bachelor's level. It will be neither career oriented nor oriented toward advanced graduate study, but designed to enrich the lives, to increase the knowledge, and to broaden the perspectives of the adults within the University of South Florida's geographic region who are actively seeking additional opportunities for education.

A top priority of the College of Business Administration will be the development of graduate programs that will serve the needs of men and women already established in the business/industrial world and who wish to expand their level of competence in the area of research and the application of economic principles to business problems, e.g., a D.B.A. designed for advanced specialization in the individual fields of Business Administration, including Accounting, Finance, Marketing, and Management.

The College of Education will continue preservice programs, but will give additional emphasis to inservice training on campus, in the school districts, and at the Teacher Education Centers. An Ed.D program has been implemented in the 1978/79 academic year.

The College of Engineering will develop its approved Ph.D. in Engineering Science and perhaps broaden the emphasis of this program to include a more practical design-oriented emphasis. It will also increase its efforts to meet the instructional, research, and service needs of industry in the areas of each of USF's campuses.

In conjunction with the College of Social and Behavioral Sciences and its urban thrust, the College of Engineering is considering an undergraduate program in the area of design, possibly to be followed by a graduate level program in Architecture. At the present time, there is no School of Architecture at a public university in a metropolitan area in the State of Florida; if the University proposes the program, it would show that a need exists for an architecture program located in a large, metropolitan area that concentrates on the needs of such areas.

To meet a steadily increasing demand, the College of Fine Arts will improve and broaden its programs in each of its major areas - art, dance, music, and theatre - with careful consideration of the need for the B.F.A. and M.F.A. A proposed M.A. in Art History would complete the University of South Florida's offerings in the visual arts area.

The College of Medicine, with its M.D. and Ph.D. programs, does not anticipate new degree programs but does intend to change to a four-year curriculum for its M.D. program.

In addition to continued effort to improve its basic programs, the College of Natural Sciences will provide additional support to Marine Science and will enhance the metromission of USF by considering the development of undergraduate and graduate programs in the more applied areas of science, e.g., industrial and clinical chemistry, statistics, geochemistry, hydrogeology.

In cooperation with Florida State University, the University of South Florida is proceeding with its Ph.D. program in Oceanography.

The College of Nursing plans to implement its approved M.S. in Nursing; if by 1985 there is a demonstrable need for advanced graduate study in nursing, a plan for a Doctor of Nursing Science will be submitted.

The College of Social and Behavioral Sciences offers courses and programs that meet its own liberal arts needs and are integral parts of the liberal arts programs of the entire University; these will be strengthened. In addition, there will be continued effort to improve and expand the development of human services programs, undergraduate and graduate, that are so significant to the metromission of the College and USF. Because of the essential breadth of effective human services programs, the College will work closely with other USF colleges, especially Business, Education, Engineering, and Nursing, in developing those programs.

Of several Masters programs for which there is or will be demand, one, Social Work, merits special mention. Needs at the advanced graduate (doctoral) level also are centered in the more applied areas such as Applied Anthropology, Communicology, and Public Administration. Requests for permission to offer such programs will be submitted when significant demand can be demonstrated.

The Division of University Libraries and the Division of Educational Resources will continue their educational and service programs. With the fine legislative support given to the program of library expansion designed by the Chancellor and the Board, the USF Library is increasing its number of volumes; this continued increase is its greatest need over the next several years. The Division of Educational Resources, which reinforces teaching and research at USF with its Audio-Visual Services, Film Library, Instructional Materials Center, Learning Lab, and Production Services, along with WUSF-TV and WUSF-FM, continues to expand its supporting services.

Plan for Emphasis

The plan to emphasize programs at USF includes the following:

(1) Marine Sciences - funded for quality improvement in 1978-79;

(2) Human Services - College of Social and Behavioral Sciences and College of Nursing (intended with the three following programs for the 1979-81 biennium);

(3) Fine Arts - Visual Arts;

(4) New College of USF;

(5) Genetics, Metabolism, and Nutrition - College of Medicine.

Other programs will be proposed and placed in priority order as support becomes available.

1. Marine Sciences, College of Natural Sciences. The Marine Sciences were selected for emphasis at USF because of the great need for research in this area, the influence of the ocean and seashore on the Florida economy and lifestyle, the presence of an unusually capable and productive young faculty, an ideal location for access to the Gulf of Mexico, and because this program will enhance the teaching, research, and service capabilities of a number of academic departments at USF and at other SUS universities through its positive influence on the Florida Institute for Oceanography.

2. Human Services, Colleges of Social and Behavioral Sciences and Nursing. There are many pressing needs to acquire more knowledge regarding the nature, extent, and complexity of human problems in a metropolitan world, and of the ways in which we cope with these problems. The metropolitan setting is a natural laboratory in which to study them, in many cases, the only laboratory where proper solutions can be discovered and applied. In the programs, groups of scholars and students will work toward the solution of these problems.

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3. Fine Arts - the Visual Arts, College of Fine Arts. Since its beginning, the University of South Florida has placed an emphasis on the fine arts that has allowed the University to assume a position of cultural leadership that has helped to improve the quality of life in the bay area, throughout the State, and beyond. Recognition of the program in the visual arts is international. With further emphasis of the programs, the College would continue to offer cultural leadership to the communities the University of South Florida serves, and to stimulate and educate Fine Arts majors from the State and beyond, the student body in general, and artists and patrons in the community.

4. New College of USF. The fundamental justification for identifying New College of the University of South Florida to receive emphasis is that it is currently recognized as the strongest liberal arts program in Florida and one of the strongest in the Southeast. Previously a private college, New College of USF continues to receive substantial support from the private sector in addition to public funding.

5. Genetics, Metabolism, and Nutrition, College of Medicine. Since 1972, the College of Medicine at the University of South Florida has assembled within the Department of Pediatrics a core faculty with well recognized expertise in genetics, metabolism, and nutrition. This unit is developing into a regional center dedicated to community health, education, and the investigation of genetic and metabolic disease with a special interest in the influence of nutrition on the clinical manifestations and pathological alterations associated with genetic and metabolic disorders.

   The proposal for emphasis in Genetics, Metabolism, and Nutrition will be geared to the expansion and interrelationship of eight avenues of development: (1) Genetic-Metabolic Diagnostic, Counseling and Treatment Services and Research, (2) Prenatal Counseling and Diagnosis, (3) Mental Retardation, (4) Metabolic Laboratory Service and Investigation, (5) Enzymology, (6) Cytogenetics, (7) Nutrition, and (8) Education.

Service Centers

USF also intends to seek support for two new service centers, one in Engineering and one in Fine Arts-Performing Arts, respectively, in addition to the increased funding of two existing centers - the Center of Urban, Economic, and Management Studies and the Center for Mathematical Services.

1. Service Center in Engineering. The Engineering program at USF has been recognized for its development of interactive programs with local industry and business. As a Service Center, it can expand and improve these services, coordinated with the emphasis in Engineering at the University of Florida. The USF College of Engineering has received special funding for Water Resources and Modeling. This

program would continue to be a part of the Service Center. Another of the College's major strengths lies in its instrumentation and process control work in the Electrical and Mechanical engineering programs. This, is a major interface with industry and recently one of the College's research grants aided a local industry in obtaining a $45 million research grant.

2. Service Center in Fine Arts-Performing Arts. The role of the USF College of Fine Arts in administering to the cultural needs of the region and State has already been mentioned in the plan for emphasis. Establishment of a Service Center in the Performing Arts would clearly improve and enlarge these services which are currently extensive and remarkable in terms of the youth of the program.

3. Service Center for Urban, Economic, and Management Studies College of Business Administration. The region of Florida most directly served by USF through its four campuses includes more than 28 percent of the State's population and 30 percent of its business activities. Included commercial and industrial areas are Tampa/St. Petersburg/Clearwater, Lakeland, Sarasota/Bradenton, and Fort Myers. The purpose of this Service Center is to make it possible for USF to undertake projects of general use to business and industrial communities that would contribute significantly to the economic future of Florida and, in particular, to the southwest area of the State.

4. Center for Mathematical Services-Colleges of Natural Sciences and Education. This Service Center exists to provide mathematics related services to Florida to meet the specific needs of business, industry, government, and other community groups in such areas as basic research, training programs, statistical analysis, and computer programming. Utilizing the extensive facilities at USF, the CMS provides a unique creative resource for solving mathematical problems. Such a resource is an asset to the goals of the Department of Education to improve the instruction of mathematics in the public schools and the Board of Regents' plans to help in the development of research related industrial parks.

Each of these five programs to receive emphasis and the four Service Centers fits the role and scope of USF, especially its metromission, and will make a significant contribution to the role and scope of the State University System of Florida.

FLORIDA ATLANTIC UNIVERSITY

Section I

Perspectives: Past, Present and Future

Florida Atlantic University is a multipurpose institution with a primarily regional mission in a rapidly expanding urban environment. The institution is committed to extending the educational experience of its constituency with particular emphasis on the development of knowledge and the acquisition of skills that will insure useful and informed citizens with the ability to adapt, intellectually and technologically, to a rapidly changing environment. As a public university in a democratic society FAU must provide the student with an understanding of humankind's place in the universe, a sense of history, a set of values and ethics, a commitment to law and morality, a respect for dignity, an appreciation of human creativity and an analytical and inquiring mind.

Florida Atlantic University was founded in 1962 and admitted its first students in 1964. It was the first upper-division and graduate institution to be created as part of what has now become the State University System. The initial mission of the institution, in addition to articulating with the public community colleges, emphasized the need for being boldly experimental, particularly with reference to the utilization of such new media as televised instruction, computer-assisted instruction and programmed learning as well as computer applications to other activities of the institution, including library processes and information storage and retrieval. In keeping with its initial charge, FAU attracted a faculty of outstanding competence. FAU has been and will continue to be dedicated to the concept of excellence in its programs in teaching, research and service, with special emphasis on undergraduate education.

Unquestionably, the institution has achieved or is successfully achieving the major goals with which it was originally charged. As would be expected, some of the innovative techniques that were suggested for the institution in the beginning did not prove feasible and have been replaced with others which have been successfully incorporated into the academic programs of the institution. Despite the problems that inevitably befall a pioneering institution, Florida Atlantic University has received national recognition and consequently has served as a model for the development of a number of institutions throughout the United States.

The creation and opening of Florida International University with campuses west of Miami and on the Dade-Broward County line retarded the growth of FAU enrollments. In 1971 more than 30 percent of the student body came from Dade County. Now approximately five percent of the student body comes from Dade County. Nonetheless, the institution has continued to have an overall growth in the number of students it serves, although there has been a modest decline in the number of full-time-equivalent students brought about by more students shifting from full-time attendance to part-time attendance. FAU is therefore affected by the trend to part-time attendance which is characteristic of urban and regional institutions which serve primarily place-bound individuals.

The type of student that attends an institution like Florida Atlantic University either cannot or will not travel any great distance in pursuit of higher educational objectives. Recognizing the responsibility of the institution to serve these place-bound students, the University extended its academic programs to instructional centers throughout its service region. The University operates a Fort Lauderdale Center and a West Palm Beach Center and has instructional locations on the Indian River Community College campus in Fort Pierce as well as in Belle Glade. The demand for an increasing number of programs at these off-campus locations exceeds the resources of the University to meet it completely. However, resources are redistributed in a manner compatible with regional needs as the shifting patterns of enrollment on campus make them available. The extremely high rate of population growth in Southeast Florida and the northward movement of the center of that growth confirms that the institution was appropriately located in the beginning. These population shifts with place-bound students and changing patterns of attendance with continued higher educational activity throughout the lifespan of the individual represent guiding forces for the future plans of the institution.

The future of FAU is extremely bright. The University has demonstrated its viability through unique approaches to programs, students and outreach activities. Quality and innovative dimensions of the institution are reflected by such facts as its programs having consistently received accreditation on first application and its extensive faculty scholars program whereby intellectually gifted high school graduates enter the institution with advanced standing at the upper-division level. The institution has been innovative through cooperative sharing of facilities with area community colleges, planning for the development of new facilities and implementing cooperative programs that permit students to move through four years of academic work with minimal dislocation. The institution also conducts a series of cooperative programs with other agencies and the public school systems through its Pine Jog Environmental Sciences Center in West Palm Beach and the FAU-FIU Joint Center for Environmental and Urban Problems headquartered in Fort Lauderdale.

Florida Atlantic University and Florida International University are developing a close cooperative relationship to avoid needless duplication and better serve the needs of the South Florida region as a whole. The major expression of such efforts to date is represented by SERDAC, the FAU-FIU Joint Center, the development of a number of joint degree programs at both master's and doctor's degree levels and the development of a degree program in nursing.

Florida Atlantic University will continue to serve its dual purpose as a center of learning and as a medium for the dissemination of technology.

UNIVERSITY OF CENTRAL FLORIDA

Section I

Assumptions and Goals

Background

The University of Central Florida (UCF), formerly Florida Technological University (FTU), is a multipurpose state university which offers a wide range of undergraduate and graduate programs. The University's primary responsibility is to serve an eleven-county Central Florida area in which approximately 16 percent of the State's population resides. The University is organized into seven colleges: Business Administration, Education, Engineering, Health Related Professions, Humanities and Fine Arts, Natural Sciences, and Social Sciences. Under a recent reorganization plan the University will consolidate the Colleges of Humanities and Fine Arts, Natural Sciences and Social Sciences into a College of Arts and Sciences, effective September 1980. In addition, UCF administers the Florida Solar Energy Center, a system-wide research and service facility. Established in 1963, UCF opened in the fall of 1968 with an enrollment of 1,492 students. During the 1978 Fall Quarter, 11,040 students enrolled in credit courses.

Planning Premises

In addition to the SUS Role and Scope statement, certain assumptions about the future of UCF serve as a basis for the planning process.

1. Enrollment will continue to increase, but at a less rapid rate than that of the early 1970's. University enrollment projections indicate a 25 percent increase over current enrollments by 1985.

2. While significant growth will occur at all levels, proportionately more upper division and graduate students will be matriculating by 1985 than at present. These students will need more diverse programs than are presently available, especially at the master's and doctor's levels.

3. Student demand at the Daytona Beach and Brevard Centers will increase significantly, necessitating an increase in facilities, number of degree programs available at the Centers, and number of resident faculty.

4. Demands for inservice education will increase.

5. Research and community service activities will become increasingly important to UCF's mission.

6. UCF will strengthen its existing and proposed degree programs through the addition of distinguished faculty, increased library holdings, and improved research facilities.

7. Development in the Central Florida area, including the World Showcase, international port of entry, convention center, EPCOT, and expansion of the high technology industrial base will lead to increased UCF involvement in many areas. For example, the development of a research park has been authorized.

8. Accent on program excellence and service to the individual student will continue.

The Mission of UCF

UCF is a comprehensive state university dedicated to meeting the educational and intellectual needs of its students and society through teaching, research, and public service. Although UCF's primary emphasis will be on meeting the needs of Central Florida, it will also meet state, national, and international needs in areas which are consistent with the mission of the University.

UCF's programs encompass both the undergraduate and graduate levels and will continue to include the offering of a full four years of undergraduate instruction on the main campus. Recognizing the vital importance of undergraduate education in the development of students, the University remains committed to excellence in its undergraduate instruction and the provision of strong and diversified programs at the baccalaureate level. At the graduate level, the primary emphasis will be on providing a wide range of master's degree programs. However, the University will also offer selected doctoral programs in areas of special UCF competence and demonstrated societal need. Special attention will be directed to the needs of place-bound and part-time students.

Research will complement and support UCF's obligation to achieve the best possible academic development of students and faculty. Research will be encouraged in both basic and project-oriented areas, with an emphasis in the latter case on state and national problems for which UCF's expertise or location provides obvious advantages.

The University recognizes the value of public service and will strive to develop strong programs to meet the needs of its constituencies. Public service will continue to involve UCF at local, state, national, and international levels. Much of this activity will be an outgrowth of the University's research function.

University Goals

Based on the planning premises and mission statement delineated in the section on Planning Premises and The Mission of UCF, the following goals for University development have been established:

Instruction: UCF will continue to emphasize "accent on the individual" and "accent on excellence" by seeking to make high quality instruction available to its students at all levels, with particular emphasis on undergraduate programs. The achievement of this goal will be enhanced through the development of the financial resources needed to achieve and maintain an effective faculty-student ratio. In addition, innovative teaching approaches which show pedagogical merit will be investigated and those which prove themselves will be implemented.

Research: Research and creative activities are of great significance in the development of faculty and students. UCF will support more research and creative activities with increased faculty effort and additional financial support. The University will engage in vigorous efforts to attract private, industrial, and governmental funds for its research programs. The planned development of a Research Park on the University should increase the University potential for research, which would enhance potential for growth of high technology industries in Central Florida. However, substantial support for graduate student research should come from the State through Educational and General funding.

Service: UCF will continue to serve Central Florida through various community service programs. In addition, the University will regularly assess local, state, and national needs and take steps to meet as many of these as the University's financial, academic, and other capabilities indicate are feasible and beneficial.

Equal Opportunity: UCF will seek to attract the most promising degree-seeking students possible. This will include vigorous recruitment programs for capable students regardless of race, national origin, age or sex. Additionally, the University will give special attention to the educational needs of minority students.

Undergraduate Recruitment and Admissions: UCF will follow an admission policy based on criteria which best predict academic success while meeting BOR standards. Special efforts will be made to recruit first-time-in-college students of exceptional promise by offering Academic Excellence Awards to outstanding prospects. The University will foster cooperative program development with community colleges in order to assist graduates of these institutions in their pursuit of baccalaureate degrees.

Graduate Recruitment and Admissions: The University will utilize a graduate admission policy based on past performance and other criteria which best predict academic success while meeting BOR standards. The University will recruit and admit highly qualified students whose career goals are consistent with graduate program specializations. Special attention will be given to the recruitment of minority students.

Admission of Non-Florida Students: Well qualified students from other states and nations will be enrolled to provide further cultural diversity and intellectual stimulation to the University.

Student Financial Aid: In order to insure access for academically capable students, UCF will maintain a comprehensive financial aid program. An effort will also be made to expand the availability of no-need merit scholarships at both the graduate and undergraduate levels.

Bachelor's and Master's Degree Programs: Diversified academic program offerings are essential to a general purpose university. While most existing programs will continue to flourish, some may be eliminated as circumstances or needs change. In addition, the University will use its institutional resources to develop, support, and promote new professional and scholarly programs as required by the advance of knowledge, identified societal needs, emerging student populations, and current and projected demand for personnel at both the undergraduate and graduate levels. (See Anticipated Program Growth section for specifics.)

One undergraduate program, a Bachelor of Science in Nursing, and two Masters programs in History and Applied Sociology have recently been approved for implementation in 1979. The Master of Arts in Communicative Disorders has received planning authorization.

Doctoral Programs: By 1985 UCF hopes to receive BOR approval to develop and implement three or more free-standing doctoral programs in accord with societal priorities and demonstrated needs to increase student placement opportunities and to make full use of existing faculty strengths and support facilities. The University has received authorization to plan a doctoral program in Computer Science for implementation by 1980. As a result of a thorough review of the Computer Science doctoral proposal, which included a panel of nationally recognized experts in Computer Science and Engineering, the value of doctoral programs in Engineering and Business to complement the Computer Science programs has been identified. Therefore, by 1985, the University hopes to receive BOR approval to implement doctoral programs in these two areas. The University is currently participating in doctoral programs in education with the University of Florida and with Florida Atlantic University. Student demand in these areas has been tremendous, particularly in the case of the Educational Leadership program with the University of Florida. As these programs continue to grow, and as the UCF faculty continue to mature in doctoral research capabilities, development of a stand-alone doctoral program in education becomes more pressing; therefore this situation will be reevaluated by 1985.

Continuing Education: UCF will expand its commitment to meet the specific societal, industrial, and cultural continuing education needs of its service area. This will be achieved through the offering of regular courses, self-supporting short courses, seminars, and other similar programs in the newly created College of Extended Studies.

First Two Years: The undergraduate lower division has contributed significantly to the collegiate atmosphere and academic strength of the University. The University will continue to support and enhance educational opportunities for freshman and sophmore students. Through an active freshman recruitment effort, the University reaffirms its commitment to a strong lower division program.

Special Services: The University will continue to provide special services to meet the needs of a diverse student population. These services will include non-credit remedial instruction and individualized programs in reading, writing, speaking, and quantitative skills.

Program Review: To ensure that programs offered by UCF are responsive to the needs of the University's constituencies, all programs will be reviewed on a regular basis. The results of these reviews will be used to modify and upgrade the quality of the program offerings.

Faculty and Staff Development: The University recognizes that, in order to accomplish its goals and objectives, it is necessary to recruit and retain a highly qualified faculty. Accordingly, adequate opportunity for professional advancement and equitable compensation must be provided. In addition, support services will be provided through the employment of effective staff personnel. Programs available for faculty and staff development include tuition-free courses, sabbatical leaves, and research initiation grants.

Governance: The governance structure of the University will provide for meaningful involvement of faculty, staff, and students.

University Support: UCF will aggressively seek external resource support in order to enhance the quality of instruction and research. The UCF Foundation will assume a major role in this endeavor.

Library: Recognizing that adequate library resources are essential to quality instruction and research, UCF will increase its library holdings commensurate with current and projected program offerings.

Regional Centers: The University's Centers at Brevard Community College, Daytona Beach, and South Orlando have been an asset to the University in meeting the educational needs of Central Florida. Programs and facilities at these centers will be expanded as needed if financial and faculty resources are available to ensure quality programs.

University Facilities and Equipment: In order to meet the demands of a growing and developing university, immediate attention must be given to the constructing and equipping of those physical facilities necessary to support present needs and future program developments.

Housing: In order to increase the collegiate atmosphere and accommodate the housing needs of the student body, UCF will seek funding to provide additional on-campus housing for students.

Section II

Current Status of the University

Instructional Programs

The University of Central Florida currently serves the people of Florida by providing high quality education in a broad range of undergraduate and graduate programs. Seventy-five baccalaureate and 39 master's degree programs are offered in business administration, education, engineering, health related professions, humanities and fine arts, natural sciences, social sciences, and general studies. Several doctoral programs in education and engineering are available through cooperative agreements with Florida Atlantic University and the University of Florida.

In order to provide maximum access for students seeking personal and career development opportunities, UCF offers graduate and undergraduate off-campus instruction at regional and continuing education centers throughout the University's service region. Centers are currently operating at Brevard Community College, in Daytona Beach, and in South Orlando. Both the Brevard and Daytona Beach programs are cooperative ventures with the local community colleges. Nine complete undergraduate programs are provided at regional centers for placebound students. A master's program in vocational education is also available at off-campus locations. Less that ten percent of the University's total instruction is presently conducted off-campus.

UCF Research Effort

Since UCF opened its doors to students in 1968, research and training proposals have been funded for almost fifteen million dollars. During this ten year period, 49 percent of all proposals submitted have been funded. During 1977-78, 43.9 percent of the sponsored research programs were funded by the State of Florida, 39.9 percent by the federal government, 7.3 percent by county and municipal government, and 8.9 percent by private industry and foundations. The year 1977-78 showed a 28 percent increase in funded dollars over the previous year. Examination of current faculty activity indicates that approximately one-third of the faculty participates in sponsored research projects. The current level of research activity at UCF reflects the faculty's interest in combining research with teaching responsibilities. In addition, the research program has done much to enhance the University's national reputation. During the next decade UCF expects to expand not only the total dollar amount involved and the diversity of funding sources but also the number of faculty participating in research or other creative activities.

UCF's commitment to public service and research is shown by the number of centers and institutes which have been established to serve the region, state, and nation. Through the ten centers or institutes currently in operation (Transportation Systems Institute, Environmental System Engineering Institute, Institute for Fresh Water Ecology, Center for Real Estate and Urban Studies, Management Institute, Florida Metric Resource Center, Small Business Institute, Institute for Study of the Trial, Center for Economic Education, and Florida Solar Energy Center), the University is able to acquire special funding from both private and public sources to enhance its programs of instruction, research, and service.

Public Service

The faculty and staff of UCF are heavily involved in public service activities ranging from speaking engagements to voluntary participation in community and governmental programs meeting a broad spectrum of community needs. Some representative projects are: Teacher Education Centers, Simply Shakespeare, the Restoration of Lake Eola Project, the Crime Watch Program, Basically Baroque, the SEEK summer institute in environmental engineering, and the project for Management of Aquatic Vegetation Using Grass Carp. Much of the service activity is unfunded and represents a significant university contribution to the community.

The Student Body--A Description

Presently the median age of UCF students is 26 years with approximately 50 percent being in sequence from high school graduation. Because of the increasing number of students enrolling in graduate programs and the anticipated growth in the number of adult learners taking university level courses, the median age is expected to rise to 28 years by 1985. One immediate effect on the University's instructional programs will be an increase in professional and career related education at both the graduate and undergraduate levels. Also, the changing student population will create an increased flexibility of course and program scheduling both on and off campus. Although community college transfers now constitute 35 percent of the undergraduate student body, this percentage may decrease slightly over the next decade.

Off-campus Instruction and Public Service

Current off-campus academic offerings have developed out of locally generated demands. UCF will continue to meet these demands and strive to increase off-campus educational opportunities. An expanded continuing education role for UCF through increased offerings of credit courses, non-credit courses, seminars, conferences, and workshops will be stressed in the next decade through the College of Extended Studies. To further this outreach, UCF will conduct needs assessment studies in its service area.

Special Programs and Unique Approaches

UCF offers a two-fold educational opportunity encompassing strong academic programs involving, where possible and appropriate, supervised field experience. In every college, students have the opportunity to pursue significant field experience through selected courses and programs. Field experience has been systematically incorporated into both graduate and undergraduate education. Examples of such planned experience include on-the-job assignments or internships in education, government, public administration, forensic science, industrial chemistry, environmental engineering, business administration, and the health related professions. Newly proposed graduate and undergraduate programs also reflect this emphasis.

Judging Excellence and Faculty Reward Structure

In the past ten years UCF has not established a clear relationship between program quality and the faculty reward structure, partially because of the rapid growth of the institution and the consequent development of a large number of programs over a relatively short time. Now that the rate of program growth has decreased, UCF will increase its efforts to establish such a relationship. Excellence in teaching, research, and service by individual faculty will be recognized and rewarded with salary increases, promotions, and opportunities to engage in scholarly study, research, and other creative activities. Also, as additional resources become available, further recognition will be provided by allocating extra dollars to those programs judged to be of outstanding quality after review by the University.

Plan for Emphasis

As described earlier in this document, the University of Central Florida has a most timely opportunity to enhance higher education in the State of Florida. The momentum of economic and population growth in the State, and particularly in Central Florida, makes it inevitable that many of the academic programs now available at UCF will grow in size and stature. With a mandate for excellence and with appropriate support, a number of these programs can achieve the stature which will result in national recognition.

The University of Central Florida has proposed three programs for emphasis. In recognition of its preeminence and potential within the SUS, the Computer Science program has already received special funding for quality improvement. The University's priorities are to continue with the Computer Science program and to place emphasis on two more, Environmental Engineering and Respiratory Therapy, as soon as feasible.

Anticipated Program Growth

In the Planning Premises section, anticipated population growth and expansion of tourism and high technology industries are outlined. In response to demand created by such growth, Baccalaureate programs in Tourism Management, Real Estate, Transportation, Applied Geology, Biomedical Instrumentation and Home Economics; and Masters level programs in Energy Systems, Public Health, Health Services Administration, Adult and Distributive Education, Music, Political Science, Allied Legal Services, Journalism and Transportation (after implementation of a baccalaureate program) have been tentatively identified for possible implementation. If substantiated by demonstrated need, these programs will receive institutional priority.

FLORIDA INTERNATIONAL UNIVERSITY

Section I

Florida International University was established by the Florida State Legislature in 1965 to provide higher education opportunities for students, to furnish services to the Greater Miami metropolitan area, and to foster international understanding. Before the University was opened, South Florida's largest urban area was without an institution of public higher education offering bachelor's and master's degrees.

In 1979 the University has a growing student population of almost 11,000. It serves its clientele from two major campuses in Greater Miami and several subsidiary locations. Steady progress has been made in developing upper-division undergraduate and graduate degree offerings which emphasize preparation in the urban professions: Education, technology, public affairs, hospitality management, and business.

A great diversity in age, race, ethnicity, religion, national origin and income are found in the people of Southeast Florida. The University's geographic service area--primarily Anglo, Black, and Hispanic--has significant numbers of Haitians, French Canadians and other foreign nationals. The median age of the population in Southeast Florida is approximately 37 with a high number of retirees concentrated in the North Miami and South Broward area where the University's North Campus is located.

People have come together in this region in ways which have caused the emergence of major social and human problems requiring the establishment of unique activities which focus on the problems. Discovery of solutions for these problems, which are being experienced by both the native and international community in Southeast Florida, requires the instructional, research, and service support of a quality public university which can be responsive to diverse needs of an urban area. This urban identity provides the University with a non-traditional clientele which affects programs, course offerings, and delivery systems. The community becomes a living laboratory within which students and faculty learn and simultaneously render a unique service that would be impossible without the presence of a public university. Therefore, a growing symbiotic relationship exists between Florida International University and its service area.

Both Miami and the University have the potential of being the beneficiaries as the activities of the variety of post-secondary institutions found in this urban center are synergized. The presence of Miami-Dade as the largest community college in the nation, the University of Miami, Barry College, Florida Memorial College, Biscayne College, Broward Community College, and educational centers for medical, marine and international research create rare opportunitites for the sharing and blending of educational experiences and outcomes. Florida International University, because it is a State University, will be taking into consideration of future program planning and development the ways in which appropriate sharing can be accomplished.

In fulfillment of its international commitment, the University has been developing educational concordats with overseas academic institutions and foreign government departments. These agreements provide for degree study and research in higher education for foreign nationals. They also provide rich opportunities for the University faculty and students to expand their horizons through international experiences for quality learning, research and service abroad.

The reputation and attraction of the University to local and foreign students has been notable since the first enrollments in 1972. Working students who can usually attend only on a part-time basis constitute over half of the student body and help to foster an atmosphere of rigor, career experience, and high expectation of quality. The attraction of the University for international students as well as Americans is expected to grow significantly when housing and a more complete array of professional masters degrees and selected doctoral programs are made available.

Developing cooperative masters and doctoral programs with sister institutions in the State University System has also become a reality. As the clientele and demand for any program grows and as resources become available, Florida International University will request full and sole responsibility as the degree-granting institution.

The State University System is now studying the "upper-division concept". Among the possibilities for change in the way the State offers lower-division instruction is for Florida International University to provide a complete program at the lower level on a limited access basis. The University's own study to date leads it to propose that alternative. The proposed lower division might affect the University's international role and its planning for on-campus housing. Housing is contemplated also to help conserve energy and to enhance the foreign student program.

Section II

Current Status and Plans for Change

Florida International University is an upper-division and graduate University. The mean age of the students is 29+ with an extended age continuum among all students served. Because the University is located in a dynamic, ethnically diverse, urban center there is a need for a number of offerings to satisfy the demands of individuals seeking to upgrade technical and professional skills required by an urban community. The University also provides course offerings to encourage the demands of students who wish to pursue the goals of lifelong learning. A complex, modern, expanding metropolis demands an equally complex, full-service university which can meet its needs.

Approximately 11,000 students are now served by the University. These are both part-time and full-time students. Ninety-three percent of the students served by Florida International University are residents of Florida. Twenty-seven percent are unclassified or non-degree seeking students. Forty-three percent of all course offerings begin after 5:00 in the afternoon during the week or on weekends and 51.7 percent of all instances of enrollment occur in these classes. The University is beginning to meet its international mandate since nearly five percent of the students currently enrolled at the University are on student visas and represent over 61 countries.

It should be apparent that the University serves a very atypical clientele. As a contemporary urban university located in a city of more than 1.5 million people, the University's pattern of student support services and enrollment is also atypical. For example, the Division of Student Affairs offers services well into the evening hours. Services such as Financial Aid, Veteran's Affairs, Career Development and Placement, and Cooperative Education are given increased importance because of the older and more independent student body. Since all students transfer from other institutions at the present time, the University has created an Office of School and College Relations with the responsbility of monitoring and facilitating the articulation agreement between the University and community colleges.

Approval was given by the Board of Regents in 1977 to plan for the housing of ten percent of the students on both the North Miami and Tamiami Campuses. Based on the assumption of a limited lower division and given the desirability of attracting international students, campus housing will be constructed as soon as economic conditions allow. The first phase of housing is expected to be funded by a combination of HUD and/or Revenue Bonds by 1983.

It is expected that the student population will continue to grow until the year 1985. With programs at three educational sites--on Tamiami Trail, in North Miami and at the New World Center--it is expected that approximately 16,400 students will be enrolled in courses offered by the University in 1985.

Off-campus programs offered by the University will continue to play a role in the total program development of the University because of the large geographic service area, and the unique mix of those students seeking university services. Off-campus credit courses are offered which bring the University to the people in distant locations such as

Key West. It offers educational activities as well in community centers and business centers in the greater Dade-Broward area. Many of these courses are offered as part of degree programs and provide opportunities for study to interested citizens.

Through Sponsored Credit Institutes either on-campus or at another site, the University can offer special certificate programs in conjunction with State agencies or other sponsors at their request. Among the sponsored credit institutes given by the University are an MBA program given in Venezuela, a program in Technology with IBM in cooperation with Florida Atlantic University; Accounting and Technology programs, a training program for military club managers and special programs in Modern Languages.

The Outreach program offers conferences, workshops and non-credit courses to upgrade skills and knowledge within a particular field and to provide the community with opportunities to take part in educational experiences which would otherwise not be available. Virtually every program in the University is involved in some non-credit course and conference generation and delivery. During the 1977-78 academic year, 95 programs or activities were offered with more than 5,520 participants being served. This University effort is constantly growing and may offer well over 150 programs by 1985 which would serve more than 18,500 individuals.

There are several special programs currently underway. One of the newest is the Faculty Scholars Program which brings a select group of able students directly from high school into the University. Approximately 40 students will participate in this program in the Fall of 1979. The Faculty Scholars Program would become a part of the University's proposed lower-division program.

Another special program at the University is the Southeast Florida Educational Consortium. A cooperative effort, it brings together local community colleges and universities in a spirit of mutual concern and commitment to provide for the varied educational needs of the region. The intent of the consortium is to maximize the impact of the educational communities on the Southeast Florida population and to avoid costly duplications and oversights when planning for the future.

A number of multi-disciplinary centers and institutes are also housed at the University. These function as important instruments in facilitating the urban mission to the community. Among these are the Center for Labor Research and Studies, the Cultural and Human Interaction Center, the Institute for Women's Studies, the Institute for Creative Communications, the Institute for Consumer Affairs, the Elders Institute, and the FIU/FAU Joint Center for Environmental and Urban Problems. These programs have been actively seeking external financial support and represent vehicles to channel grants and contracts into the University. Such support totaled more than $1.5 million during the 1978-79 Fiscal Year.

The University also has a number of externally funded Hispanic community service programs operating out of its Outreach office. These include the Tri-ethnic Bilingual Program, the Hispanic Consumer Educational Program, the Spanish Total Experience Learning Lab. The University has also recently opened a Little Havana Outreach Office. There is a total commitment on the part of the University to support quality endeavors. Special attention will continue to be given to programs and other educational opportunities for low income students, minorities, the handicapped, veterans, women and through the Consortium efforts, to the community college students.

Programs which demonstrate quality by meeting the standards of the discipline or field of study are supported as they also demonstrate a commitment to quality instruction and service. Such quality instruction and service are generally assessed by national accrediting associations as well as through student evaluations and input from local practitioners and professional associations. Advisory committees to specific professional schools and programs are drawn from the ranks of practicing urban professionals to provide the particular school with data on the appropriateness of training and validate program quality.

Because of its relatively new position in the community and the embryonic nature of many of its programs, the University anticipates an on-going process of assessing institutional goals and objectives and community needs. The addition of new programs or expansion and modification of existing programs will come in response to increasingly evident community needs. It follows that new student enrollments will flow into these new and expanded programs developed by the University.

Resources needed to accomplish this ambitious mission will have to be generated from a combination of sources. Additional resources may be available from the quality improvement efforts of the State Legislature. Even with this source of revenue, additional funds will be necessary to fully support program development. Of necessity then, the quest for funding excellence must be extended to private sources and federal grants. The operation of sponsored degree and non-degree certificate programs as well as other conferences, short courses, and non-credit workshops are expected to be on a "profit center" basis which will make them self-supporting. Alternative plans are being made to shift resources within the University to make available some of the necessary funds for continued program development.

Program Focus and Development in the Future

The University is committed to program development focusing on the urban and international imperatives already described, and it has five primary international goals and strategies. The first of these is to increase the involvement of academic units in international education, training, and research. The international focus embraces the concept of urbanism, for as an urban institution there must be commitment to the problems of urban centers around the world. Because a major and unique thrust of the University deals with international education, training, and research, an International Affairs Center has been developed. The cooperative efforts of the academic units with this Center may be the single greatest impetus for student body growth of the University over the next five years. The International Affairs Center is responsible for developing, supporting, and coordinating the University's international activities working with each of the academic units which are responsible for programs, faculty and delivery systems. This is primarily an external activity which currently involves the academic units in over 20 countries, primarily in Latin America.

The second goal is to respond to the international education, training, and research needs of Miami, which has become a major urban area with a special international definition. The third goal is to expand the international components of the University curriculum in terms of existing and new degree offerings and certificate programs. This will become more and more a key element of the University's international thrust which will permeate all graduate, undergraduate, or non-degree programs. Strong research operations will be related to each program area.

Fourth is the intention to increase significantly the international student body over the next five years. It is expected that the increase would be accompanied by a fee policy which would assure that no additional cost to the State would result. Lastly, students from across the United States States will be recruited who wish to prepare for internationally related careers.

The urban and international thrust of Florida International University is reflected institutionally as well as in its individual college and schools. Three programs are currently emphasized to respond to this mission; the International Banking Center, the Multilingual/Multicultural Center, and the Hospitality Management Program. Further, each academic unit of the University has developed, and will continue to develop, programs consistent with this direction.

The College of Arts and Sciences: This academic unit shares with the other schools of the University the role of providing quality educational opportunities in order to prepare people for specialized training for the urban professions. Although the role of the College must derive from its traditional focus on the fundamental intellectual disciplines, there is recognition of the responsibility to respond to the special demographic and cultural features of Miami and South Florida in both classroom activity and research.

Within a quality university, research and education are, of course, international in scope and consequences. Within the Miami area, there are myriad and varied opportunities which can be used to prepare students for international careers and living. The College of Arts and Sciences is taking advantage of these many opportunities and will continue to support research and teaching focusing on international aspects of all disciplines, particularly in the area of Caribbean and Latin American Studies where the University has already demonstrated a competitive advantage.

Although the offering of bachelors degrees in the traditional disciplines as well as in those areas which address contemporary interdisciplinary concerns will continue to be a major role of the faculty in

Arts and Sciences, new opportunities will be sought for appropriate combinations of liberal arts fields and more specifically career oriented programs. Continued development of selected master's degree programs and the provision of opportunities for able students to accelerate in combined B.A./M.A. or B.S./M.S. programs is envisioned. Some limited development of selected doctoral programs is also anticipated as special needs can be demonstrated.

Because students learn best from faculty who are actively engaged in research, there will be continued encouragement for research involvement, not only in areas for which external funding is available, but also in the more esoteric and traditional fields.

The School of Business and Organizational Sciences: Education, training and the provision of conceptual, analytical, and human skills to students so that they can become effective and productive members of society is the core mission of the School of Business and Organizational Sciences. The emphasis of the educational and research components of the School is on business related subjects such as accounting, finance, banking, insurance, real estate, marketing, transportation, management, and information systems as they pertain both to the United States and as they focus on the international dimension of the University. As a response to urban demands, the School of Business and Organizational Sciences consults with and serves the interest of small business firms through Small Business Administration (SBA) programs. This activity will be further strengthened by establishing a Small Business Development Center at the University.

Several certificate programs are also offered by the School of Business and Organizational Sciences to assist business firms in the areas of insurance, finance, banking, transportation, and real estate. The School will, in the future, offer more extensive programs and services in the heart of downtown Miami as well as making special efforts to recruit, develop and retain students from minority communities with different cultural and linguistic backgrounds.

For the School of Business and Organizational Sciences, the international component of the University will be achieved through the development and strengthening of quality oriented programs in international business, accounting, finance, management, marketing and other well-defined business subjects. An International Executive Development program is soon to be established which can be conducted on one of the campuses of the University, on the premises of multi-national companies located in Miami or in selected locations in foreign countries.

There will be a determined recruitment of high quality international students as well as a recuitment of high quality native students. Faculty and/or student exchange programs between Florida International University and selected foreign universities will be developed shortly. Educational consortia to offer programs in selected international locations with both private and independent universities are also on the horizon. Foreign-based degree programs in addition to the MBA offered in Venezuela are now under consideration. A cooperative doctoral program in business is also being discussed.

Although the School of Business and Organizational Sciences has already achieved some national visibility through the research and publication records of its faculty, progress will be continued in this attempt to contribute to the total profession through monographs, textbooks, and research papers.

The School of Education: Preservice teacher education had been the chief mission of the School of Education with instructional programs being primarily University campus based. With the emerging need for K-12 school-based instructional activities, improved staff development programs for public school personnel, and research which relates directly to the problems encountered by urban school systems, the mission of the School of Education has recently and dramatically changed. The new mission of the School reflects commitment to the need for systematic planning and management of instructional programs as a result of a collaborative relationship among the School of Education, the county school authorities and other educational agencies in South Florida and abroad. The primary focus will be on staff development of already employed public school personnel. Preservice teacher and administrator education will be retained as one objective of the School, but it will be reformed to train teachers in those skills which are required in an urban or international setting.

Programs will be developed in Urban Teacher Education, Urban Educational Management and Assessment, and Urban Community Education. Existing and new programs will also reflect commitment to the multilingual, multicultural nature of the urban environment with programs concentrating on a variety of training activities including bilingual teacher education, migrant education and research in the education of Hispanic-Americans.

The School of Education will become the major center for educational research and dissemination focusing on policy, personnel management, curricular and evaluation needs in urban schools.

Plans are also being made for the creation of programs in International Personnel development, foreign student programs, a Technical Assistance Center for educational advancement in developing nations, and doctoral and master's degree programs in International Development Education. It is expected that the International programs in the School of Education, as in other academic areas, will result in the acquisition of significant external financial resources.

The demand for doctoral study is substantial, encompassing requests for specializations in urban educational administration and instructional leadership, bilingual education, technical-vocational education, education of the handicapped and human resources development. A cooperative doctoral program in Educational Administration is being offered through the University of Florida. Other cooperative doctoral programs are being planned.

Educational centers will be planned to provide for graduate research and study in such matters as federal educational policy and management and international educational planning and development.

A major evaluation and reorganization of the School of Education has been planned and initiated. This will result in the termination of some unnecessary or unproductive programs.

The School of Hospitality Management: One of the original five programs designated as a Program of Distinction in the State University System, the School of Hospitality Management has already earned an international reputation. It now ranks among the top three Hospitality Management Schools in the United States. The mission of the School is to serve as a partner in education with the Hospitality Industry which implies a mission with urban, state-wide national, and international components.

A considerable number of students from around the world are attracted to the School. Twenty percent of those currently enrolled are international and this percentage is expected to increase. Efforts in providing technical assistance to countries in the Caribbean and other parts of the world have begun and are expected to continue. Faculty members have and will regularly participate in executive seminars for hotel companies operating in the international market.

Although no new programs or majors are currently planned, changes in content and emphasis in existing programs will occur as there are changing needs and demands in the industry the schools serves.

Much effort has been and will continue to be focused on the training, upgrading and educating of personnel in the Hospitality Industry in Dade County. The School is also currently working closely with the Tourism Development Council to initiate a positive image building program for the County which will include a marketing and promotion campaign to build tourism.

Extensive tourism research is being planned which will involve faculty members and graduate students from several academic units of the University. Research in the field of energy management, equipment design and utilization in cooperation with the School of Technology will carry a high priority.

The School of Public Affairs and Services: The School of Public Affairs and Services was created in 1978 to provide an effective response to the needs of those public, quasi-public and non-profit organizations which seek to address critical urban public and social service problems. This urban mission will be addressed through the School's existing and proposed degree programs, Institutes, other non-credit activities, and its expanding urban research focus. Over the next five years, the School anticipates increased collaboration with, and a greater utilization of, jurisdictions and relevant organizations in the Miami region as a laboratory within which students can be trained and faculty can contribute their expertise toward improving public sector management and social service delivery.

The School regards the University's international mission as an especially significant one. Working closely with the International Affairs Center it has assisted in the development of a degree program in Mexico. Other potential credit and non-credit programs are being considered in such countries as Mexico, Panama, and Venezuela.

At the master's degree level, the School proposes the establishment of a unique, management/policy/evaluation oriented Master's of Social Work (MSW) degree, and is examining the feasibility of a master's degree in Judicial Administration. The School will also seek to achieve greater cooperation between other academic units through joint degree programs designed to maximize existing faculty resources.

There is specific interest in examining the market potential and desirability of offering the doctorate in the areas of public administration, social work, and health services administration. Internal decisions and analyses related to each of the projected programs will be undertaken over the next five years with priority attention being given to offering the doctorate in public administration within the next three years.

The provision of non-credit programs is one of the School's major missions. In 1978, the Institute for Public Management was created specifically for the purpose of coordinating activities related to such activities as the provision of training and the development of workshops. In addition to its own training activities, the School has worked collaboratively with the office of Continuing Education and the Joint Center for Environmental and Urban Problems. These activities will be expanded over the next five years as the faculty of the School seek to work more closely with organizations throughout the region which provide human services.

Finally, recognizing the professional development needs of an expanding number of middle management professionals in public and human service agencies throughout the region, the School also anticipates the development of several Certificate Programs.

Over the next five year period, the School will develop incentives and special initiatives to foster the development of sponsored research proposals by the faculty. The School will give particular attention to the development of joint projects with other academic units of the University.

The School of Technology: Because the School of Technology offers programs ranging from engineering technology to allied health and communications, there is impact on a wide range of needs of an urban community. The engineering, construction and industrial programs supply employees and expertise for respective industires. Aeronautical and construction industries utilize graduates from a wide variety of our programs. The clothing and textile industry is calling heavily upon students from the Home Economics area.

The health delivery system, a major industry in the community has been able to improve the quality of service rendered and expand the services available to the community through the graduates of the health program. A limited amount of applied research, specifically related to this urban community, has also been conducted in all of the present programs and has been used for the improvement of goods and services to the community.

The School is also committed to promoting technological and health related support for other countries. Several cooperative programs have and will be established to promote this partnership. Further, the growth of programs conducted by the International Housing Institute will continue contribution toward the solution of major problems for the world.

In order to continue serving International needs and needs unique to the urban community. masters level programs both in health and technology are a necessity. The department of Dietetics is ready to pursue planning for a Ph.D. degree. The engineering technology programs will be developed to include accredited undergraduate engineering degrees and master's programs. With proper development of other master's degree programs in technical and health disciplines, research and continuing education for the community, the School of Technology can keep pace with current and future needs for advanced education. There are plans to expand the communications technology program to meet the needs of the highly concentrated communications industry in the community.

UNIVERSITY OF NORTH FLORIDA

Section I

The University of North Florida began offering courses as a general purpose, upper level and graduate institution in Jacksonville in the Fall of 1972. Starting with relatively few academic departments and a limited number of degree programs, UNF has gradually increased offerings in accordance with initial plans to develop itself into an "urban-type" university. These plans called first for the establishment of degree programs in the basic disciplines to provide a sound foundation, in professional education to meet evident local needs, and in business administration to reflect the economic characteristics of the community. With the exception of the single unique program in transportation, the "general purpose" designation of the new University meant that every offering was duplicated at every other university in the State University System.

Despite limited offerings and the fact that normally enrollment in a new university consists primarily of placebound students, UNF has successfully served many thousands of persons in its short history and has become an important asset to the northeast region of Florida.

During this year the University has undertaken a total re-evaluation of all programs and operations through a self-study, a "market study," and this current role and scope project. The results of these studies indicate that during the next ten years, UNF should achieve several important goals, including a balance in the academic programs and an enrollment level which will permit optimum operating efficiencies.

The Student Body

The characteristics of the study body at UNF are rather atypical in that the average student is considerably older than his or her counterpart at traditional four-year schools. The majority of students at UNF are married, work full-time, and attend classes in the evenings. There are many more students recorded as being on an active status, and pursuing a degree, than are actually registered for classes in any given term.

Presently, the single source of the highest percentage of students is Florida Junior College at Jacksonville, but the combined number of transferees from four-year institutions accounts for more than half of the student body. It should be noted that this data includes graduate students. However, the University's undergraduate enrollment constitutes around 75 percent of the total.

While the University of North Florida does not provide housing for students now, it is probable that accommodations will be needed in the foreseeable future. The nature of the curriculum, the characteristics of the students, the age of the institution, and its size at this time do not justify the development of residence facilities, however, when several or all of these measures change as expected, then housing will be a necessity. Hopefully, such facilities will be the result of private development adjacent to the campus.

As UNF matures and grows, the number of students devoting full time to their education will increase sufficiently to present a viable market for housing. As UNF develops excellence in the quality of its programs, particularly in areas where the degree is unique, more students from outside the commuting area will be attracted to the campus. In addition, it is felt that the extracurricular activities which positively affect the total learning environment would be significantly enhanced by the presence of resident students.

Although the proportion of full-time to part-time students will likely change in the future, the number of part-time students is expected to remain high and, by the same token, even though the average age of UNF students may be lower in the future, it will remain much higher than that of the typical students in the traditional "four-year" schools. These features of the student body indicate the feasibility and the desirability of adopting more flexible scheduling, a higher degree of latitude in course requirements for degree programs, and greater utilization of independent study or self-learning modes of instruction.

Section II

The University's Service Area

Public universities situated in population centers have an opportunity and an obligation to serve people who would be precluded from further higher education without the presence of the institution and the programs which it offers them. These are the people who, because of family, job, or other responsibilities, cannot leave the community or people who cannot, for financial reasons, afford to go away to school. For many of these people, time or money constraints are serious obstacles to attendance even at a campus located on a single site in the community, especially since effective public transportation is relatively undeveloped in Florida cities today.

The University of North Florida has offered a variety of programs at some 17 locations in the four-county service area assigned until now. With the approval of an expanded service area new off-campus locations will be identified. There are frequently certain disadvantages to the provision of instruction in locations off-campus, such as inadequate facilities, restrictions upon scheduling, lack of some important services, poor identification, unsatisfactory academic environment, inconvenience to faculty and staff, etc. To improve this situation UNF will propose the development of two permanent off-campus centers, one in the core-city area and one in the populous, rapidly-growing southwest section of the metropolitan area. Most of the courses now offered in scattered locations will be concentrated in these centers where a continuous presence, a full-time staff, appropriate services, and other important features will assure program quality comparable to that on campus.

It is expected that the programs in the core-city and southwest area will be developed in close cooperation with the community colleges serving students in those areas, Florida Junior College, and St. Johns River Community College, respectively. Working with Florida Junior College, UNF has already produced an advising manual, setting forth "2+2" degree programs, which assists students to move through the degree requirements of both schools in the same manner as their counterparts in the four-year schools. Recently the two schools initiated a program of offering four-year scholarships to financially assist students through both schools. In the first stages of implementation is a time-shortened degree program which will make joint use of the faculties of Florida Junior College and the University of North Florida.

The University commitment to excellence in public higher education takes the form of a number of distinct curriculum missions. They are:

1. Preservice and inservice teacher education;

2. Professional education in the business administration field;

3. Liberal arts and sciences study;

4. An interdisciplinary urban commitment which attempts to direct the University's three curricular emphases toward urban problems and needs.

These four missions guide the University's program planning in the following ways.

Preservice and Inservice Teacher Education: The College of Education of the University of North Florida is dedicated to providing graduate and undergraduate opportunities for preservice and inservice educators to develop those competencies and personal qualities which characterize a successful teaching professional. Furthermore, the College feels that the potential practitioner must practice to insure development of his art. It assumes, therefore, that training of educational professionals must take place, in large measure, in the living laboratories of schools in the community and in related agencies.

Although the College believes in equality of educational opportunity as reflected in its admission policies, it recognizes the inequality of background experiences and ability levels and the necessity to provide for individual differences. The concept of a lock-step program is abhorrent to the faculty. It is, therefore, dedicated to an individualized, competency-based education which enhances opportunities for success of all participants.

At present there are obvious needs for off-campus instruction in the areas of education, health care delivery, business, and public administration. Less apparent but not unimportant are needs in the areas of sociology, behavioral science, technology, communications, and cultural enrichment. As might be expected, the areas listed above reflect the characteristics of the immediate community and the service area of the University.

Off-campus instruction at UNF consists of taking programs to the students, the typical definition, and also of taking students off-campus to instruction. The special opportunities for internships, apprenticeships, cooperative education arrangements, clinical experiences, and other direct exposures for students afforded by the community represent an educational advantage for UNF which will be increasingly exploited in the future.

The designation of UNF as a regional institution with a mission to respond to the needs of the population in its assigned service area represents more of a geographic differentiation than a limitation on the scope of activities. The needs and the problems of this region are typical, in general, of those existing elsewhere, therefore it follows that any increase in the total body of knowledge or solution to a local problem as a result of research and service at UNF or even the graduation of a student from the University will benefit not only this region but also the State and society as a whole.

Academic Programs

The University of North Florida is committed to providing the best possible upper division undergraduate and master's level education for Northeast Florida. Because of its central location in this region and because it is a public urban institution, the University is uniquely able to serve the needs of Northeast Florida and the Jacksonville metropolitan area.

The College of Education also recognizes the need for inservice teacher development in elementary, secondary, and special education. In order to serve this need, the University has committed a significant portion of its resources to Teacher Education Centers throughout the four-county area of Northeast Florida. The University needs to continue its development of teacher education centers commensurate with increases in the State's funding levels.

Anticipated Needs in Education: The College of Education intends to begin planning for expanded efforts in the following curricular areas:

a. Health Related Sciences Education;

b. Deaf Education;

c. Special Education for the profoundly and severely handicapped;

d. Business and Distributive Education (cooperatively planned with the College of Business).

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Should initial market surveys indicate the feasibility of either new course concentrations under existing degree programs or new degree programs, permission to plan for new degrees or concentrations in these areas will be requested.

Professional Education in the Business Administration Fields: The fundamental mission of the College of Business Administration is to provide the best possible professional collegiate education for business commensurate with available resources. This definition is not as self-evident as it appears in that "professional" has a special meaning. Namely, a stress of analytical skills, decision making tools, and the development of a set of personal and professional ethical standards as opposed to the "how to do it" emphasis of vocational training or too much stress of pure theory.

With this approach, the College provides the Bachelors of Business Administration degree with majors in accounting, economics, finance, insurance, management, marketing, real estate and transportation (with some options such as life insurance, logistics, etc.). The Master of Business Administration follows the same general management approach but does permit an option in accounting.

In addition to the College's basic role of providing quality professional collegiate education for business to an urban environment, every effort is being made to broaden our urban role. First, the basic degree programs are becoming physically available in downtown locations, then many non-credit continuing education short courses and managerial seminars are being mounted both on the campus and at outreach locations including some corporate facilities, and finally our facilities and our faculty are being used quite extensively to benefit the entire northeastern section of Florida. This is clearly the role which the Board of Regents had in mind for the College of Business Administration at UNF when it was organized, and the leadership of the College has been and continues to be in full accord with the mission.

Anticipated Needs in Business: The College of Business Administration intends to expand its efforts in the following curricular areas:

a. Accounting for inservice or practicing accountants.

b. Increased participation in the Public Administration degree offered by the Political Science/Sociology department in the College of Arts and Sciences.

c. Business Management in the Health Sciences (in cooperation with the College of Education).

d. Criminal Justice Administration (in cooperation with the College of Arts and Sciences).

e. A graduate level program in the area of Transportation.

Liberal Arts and Sciences Study: The basic mission of the College of Arts and Sciences is to provide upper level baccalaureate students an opportunity to pursue academic major studies with a variety of humanities, natural science and social science disciplines. It is the belief that students choosing to major in these liberal arts disciplines are best prepared for further graduate study in professional fields such as law, medicine, and the traditional liberal arts fields. Most importantly, it is the belief of the College of Arts and Sciences that baccalaureate and masters Arts and Sciences students can be well prepared to successfully deal with a wide variety of professional careers in business, government, social sciences, and private industry. The liberal education of Arts and Sciences graduates prepare them for a variety of careers and for a variety of career changes in a complex society which constantly alters the professional demands it places on its most productive citizens.

In addition, the Arts and Sciences curricula emphasize the education of the whole person not only for specific professional careers but also for the time beyond employment. To this end, the various departments in the College emphasize a variety of Venture Course programs which provide the student the opportunity to widen his or her perspective beyond the confines of major study.

Projected New Programs in the Arts and Sciences: It is expected that the College of Arts and Sciences will develop new degree programs in a variety of areas to complete its development as an Arts and Sciences college and to respond to the needs of the urban area.

Undergraduate areas where the the need is anticipated to be greatest are:

Philosophy
Foreign Languages
Anthropology
Theatre and Drama
Para Legal Services
Communications

Graduate areas where the need is anticipated to be greatest include:

Criminal Justice
Social Welfare
Biology
Chemistry
Psychology

Planning permission will be requested for the above areas as resources become available. To better articulate the University's fine arts programs with the community colleges in the region, permission to transfer the existing Fine Arts B.A. into a B.F.A. degree with options in music, painting, photography and graphics will be requested. All of these indicated changes are essential if the College of Arts and Sciences is to develop into a mature unit of the University.

The University's Urban Commitment: The University of North Florida is particularly sensitive to the needs of those citizens who live and work in urban Jacksonville. As a result, special emphasis is being placed on those steps the University can take to extend its degree programs into the center city. To this end, the University intends to take the following steps during the next five year period.

a. Continue the rented downtown center city extension opened in 1978 to offer a variety of enrichment and degree courses from the University's three colleges as a means of increasing the University's impact on those who live and work in downtown Jacksonville.

b. Begin a four-year planning program for the development of a permanent building in downtown Jacksonville (perhaps jointly planned with the Florida Junior College).

c. Plan the Development of a Japanese-American Culture and Trade Center to encourage and coordinate the development of International and especially Japanese trade at the Port of Jacksonville.

d. Initiate an Executive Development Program or Institute and further enhance the small business assistance effort now supported by "soft" money.

e. Propose the development of a new College of Applied Studies to encompass the growth programs of Nursing and Industrial Technologies.

f. Develop Associate of Science/Bachelor of Arts articulation agreements with the Florida Junior College and the various lower division colleges in the State.

g. Increase "soft money" contract and grants efforts in the area of faculty research.

h. Increase efforts to meet the needs of large numbers of non-matriculated students in credit and non-credit continuing education courses. These efforts may require additional funding.

i. Propose the development of an interdisciplinary B.A. degree in Computer Science cooperatively programmed by the Division of Technologies and the Mathematics Department.

j. Enlarge the Reserve Officer Training Corps program.

k. Increase the University's Admissions activities by fully staffing a University Admissions Office.

l. Develop a Medical Technology concentration within the University's existing Technology degree program.

m. Develop a Physical Therapy concentration within the University's Health Science degree program.

n. Develop an Occupational Therapy concentration within the University's Health Science degree program.

o. Supplement all appropriate program curricula with an international studies component.

All of these 15 items are designed to enhance the University of North Florida's urban presence during a time of dynamic economic and social change in urban and metropolitan Jacksonville.

An Emphasis on Quality:

As part of an overall System effort, to further enhance the quality of its academic programs, the University of North Florida intends to emphasize three programs. They have been designed to strengthen the teaching, research and service roles of the University in the Northeast region of Florida. A general description of each of these three programs follows:

Management. The University's College of Business has been directed to develop an effort to be of greater service to the metropolitan Jacksonville area which is one of the largest and fastest growing industrial centers of Florida. This rapidly changing and complex region will require increased managerial research and service expertise. The University proposes to aid in providing this expertise by developing a program for the study of Management that includes the theoretical study of business management and the practical application of these theories in the business and industrial communities. The program will broaden the College of Business' basic curriculum in the area of general management practices and theory, labor-management study, and personnel management for business and industry.

This new curriculum will be delivered through newly designed courses, internships, workshops, and the extension of business faculty consultancies.

The proposed program will be staffed with seven new terminally degreed faculty with expertise in the areas of labor relations, human resource management, organization theory and behavior, and operations management and research.

Transportation and Logistics. This is an enrichment of the University's current program of study in Transportation and Logistics. It is proposed that a Center for Transportation and Logistics be developed which is of national reputation and service in order to capitalize on the unique commercial strengths of metropolitan Jacksonville and Northeast Florida.

The Center will expand the scope of the University's existing Transportation and Logistics curriculum and strive for national research and service prominence in the areas of economic development and transportation. Special emphasis will be placed on the study of transportation by ocean, air, highway, and rail as factors in national and international growth. The University intends to employ this Center to be of both theoretical and practical service to the commercial and industrial interests of Northeast Florida.

The Center for Transportation and Logistics will deliver its services to its students and the community with a full time complement of five academic faculty members. These faculty members will dedicate themselves and their curriculum to the study of transportation and logistical problems associated with American commerce and trade.

The Study of Deafness. This proposed program is being developed by the University's College of Education to better serve the social and educational needs of deaf persons in the State of Florida. It will involve the following services:

a. Career Counseling for the deaf,

b. Tutorial and academic enrichment courses to complement their professional preparation of deaf students,

c. The formation and maintenance of a diagnostic service that will assist the community in the identification and treatment of the deaf and the severely handicapped child,

d. The development of teacher training materials and curriculum for nationwide distribution,

e. The establishment of services for the multi-handicapped deaf and the severely handicapped child;

f. The provision of the services of a liaison office to coordinate the activities of the Deaf Education Consortium and other community agencies.